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Cartoons drawn by Joanne Hoar
Cover design by J. Merle Smith

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Merron Chorny
University of Calgary

Michael A. Kostek
Principal, Waverley School, Edmonton

Phyllis E. Weston
Head of the English Department
Crescent Heights High School, Calgary

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FOREWORD

The authors of this book believe that the teacher is the key to the success of any English program. They recognize, however, that the teacher of English requires various resources in order to carry out his responsibilities effectively. One of these resources is the language textbook.

This book is designed to assist teachers in their task of helping students to attain clarity, form, and order in the expression of their thoughts and feelings.

The emphasis in this book is upon written composition. The decision for this emphasis is based on two reasons. First, it is believed that the middle grades, for which this book is written, are an appropriate level at which to begin a disciplined approach to the basic skills of writing. Second, composition can provide a basis from which a program can be developed for improving the other major communication skills.

The term *disciplined approach* is not intended to suggest, however, a narrow and rigid concentration. It implies, rather, an emphasis on certain basic writing skills within the context of a program which provides for considerable freedom and scope for the student. Specifically, he will concentrate upon improving his ability to write paragraphs of an expository nature. However, his teacher will also provide numerous opportunities to attempt other kinds of writing. The student will be allowed to proceed beyond the single paragraph. He will be permitted to venture into narration and description. He will be encouraged to explore writing in various forms and for various purposes.

An emphasis on composition does not mean simply the allotment of the major proportion of the time in the language program to writing activities. Composition implies something to write about; it implies the exploration and evaluation of ideas, the perception of relationships, the control of subject matter. This view of composition emphasizes the need to involve students in discussion and in reading, in questioning and in clarification, in demonstration and in analysis. *Thus the emphasis upon writing involves at least equal emphasis on speaking, on listening, and on reading.* Composition provides a basis for giving specific attention to the other major communication skills.

The emphasis on the interrelationship of writing, speaking,

listening, and reading is consistent with the aim of this book to treat English as a unity. The unity of English is expressed in other ways as well. Recognition is given to the basic relationship of certain minor skills to the four major communication skills. The fact that certain minor skills are important only as they contribute to the major skills is made apparent. A conscious attempt is made to prevent fragmentation in the treatment of the content and to avoid emphasis on the means to the neglect of ends.

However, the need for specific attention to, and for practice in, the various skills is also recognized. Individual attention is given in the book to speaking, listening, reading, and writing, as well as to some of the special skills related to writing.

The emphasis upon relationships is expressed in the structure as well as in the sequence of the content. Basic is the view that a student must have something to say. Form and mechanics are important as they contribute to the clarity and effectiveness of what is said. Form, however, is not regarded as something simply to be superimposed upon content. Ultimately, form and content cannot be dissociated. What one says is dependent on how one says it.

Provision is made in the book for encouraging students in the processes of discovery. Specifically, the section, *Thinking About Language,* at the beginning of each chapter, is designed to involve students in exploring, through an inductive approach, some of the concepts which are discussed in subsequent sections of the chapter.

If the teacher is to carry out his responsibilities with respect to the English program, he needs to have freedom within this program. The authors recognize the necessity for this freedom and expect that teachers who use this book will consider adapting it in terms of their situations, their classes, and their views regarding English. Thus, while the authors have recognized the need for sequence by developing a sequence for the content in this book, they realize that other sequences are possible. They feel that the present organization is flexible enough to permit a teacher's organizing the content in a different pattern. The exercises and assignment topics can also be modified and adapted, or substitutions can be made for them, in terms of the interests and abilities of the class. This book is intended to help the teacher; in no way can it replace him.

CONTENTS

CHAPTER	I	Tuning In on Language	1
	II	Speak for Yourself	19
	III	Are You Listening?	35
	IV	At Ease with Reading	46
	V	The Roots of Writing	57
	VI	In Search of Ideas	77
	VII	Consider the Comma and the Colon	90
	VIII	Are Your Capital Letters Showing?	109
	IX	A Few Notes on Notemaking	126
	X	Focussing In on Ideas	133
	XI	Secrets in Spelling	156
	XII	Organizing Ideas	169
	XIII	Attending to the Ending	183
	XIV	Using Word Magic	196
	XV	Refining Ideas	208
	XVI	Making a Report	219
	XVII	Be a Letter-Writing Artist	230
	XVIII	Ending and Beginning	242
		Index	249

CHAPTER I

Tuning In on Language

THINKING ABOUT LANGUAGE

"Talk, talk, talk! All those human beings ever do is talk," said Freya, wife of Odin, the king of the Norse gods. "I feel like using my power to take from all men the ability to speak, to write, and to read. Then they could get on with more useful things."

Thor, the god of thunder, paused in his daily practice of throwing his magic hammer and muttered, "Spoken like a woman! How could the ladies do anything if they were unable to talk?" Then, becoming more serious, he added, "Without language, men could do few of the things they do now."

"Without language, would they be able to remain human beings at all?" thought Odin, settling himself more comfortably on his throne. He was unwilling to start an argument with his wife.

STOP and Think

1. Like walking and sleeping, language is usually taken for granted. Imagine, however, a world without language. Then be prepared to discuss Questions (a) to (d) in class. Answer Questions (e) and (f) in your notebook.

 (a) In a world without language, how could you (i)

tell your mother that you were hungry, (ii) inform a friend that you were too tired to play ball, (iii) tell a younger sister that it was time for her to go to bed?

(b) Without language, how could you (i) indicate what you wanted for breakfast, (ii) specify to a friend a particular game you wanted to play, (iii) decide on whose turn it was to do the dishes?

(c) Without language, how could you (i) explain to a classmate the way to solve a problem in arithmetic, (ii) tell a friend your plans for building a model airplane, (iii) describe the new coat you had bought?

(d) In a world without language, how could you (i) describe your joy at seeing a beautiful sunset, (ii) relate what a wonderful time you had at a picnic, (iii) indicate the disappointment you felt when your football team lost a game?

(e) What are some activities in business, education, government, and recreation that would be limited or would disappear if there were no language?

(f) Of the groups of questions listed above (a, b, c, d), which group refers to activities that would be least affected by the loss of language? Which group or groups of activities would be most difficult to carry out without language? In what way do the things mentioned in group (d) differ from those in groups (a), (b), and (c)?

2. Write, in a sentence or two, what you consider to be the main uses of language.

3. In complete sentences list five different ways in which you use language in a single day. For example, you may listen to the news or sportscast on the radio in the morning. You may have to use your ability to read even for such a simple act as getting your favorite chocolate bar from a vending machine. Which of the different uses you list would you consider most important? Why?

4. Using some of the ideas that have come to you from the preceding questions, write a paragraph beginning with this sentence:

 At half-past eight on Christmas morning, every person in Canada found himself unable to speak, to read, and to write.

I THINK I FEEL LIKE SAYING SOMETHING: MAN AND LANGUAGE

Imagining a world without language can lead us to three important facts about man and language.

Man thinks. He is curious about small and simple things as well as great and difficult ones. He is forever looking for new explanations, new ways of doing things. Nothing escapes his questions: What? When? Where? Why? How? He plans to build airplanes which will be faster than any that have been made before. He considers the strategy for winning a game of hockey. For both a drop of water and the galaxy of stars he seeks an explanation. He searches for answers about things living and lifeless, on the earth and around it. Man is human and civilized because of his curiosity and thought.



"You and your crazy inventions! Why can't you do something useful like other men do?"

Man also has feelings. He can be joyful as spring returns. He may be sad at the loss of a favorite dog. The winning touchdown by the home team in the final minutes of a football game excites him. Winning a jackpot contest gives him satisfaction. A low mark on an examination may upset him. At the ridiculous antics of a clown he breaks into laughter.

Man communicates his feelings and thoughts through language. He may share a joke, join in a celebration, or express his sorrow at another's misfortune. What we know about man and his world, about how to live and how to make a living, is the product of many minds. Language has made possible the passing on and sharing of the knowledge and ideas of many men.

Language is the greatest achievement of the human mind. Although we do not know how language started, we can be sure that without it man could not be what he is; civilization as we know it would not exist. Language gives man a power that other beings do not have: it makes him superior to other creatures. It permits him to use his special powers of thinking and feeling to raise the human race to higher levels. As each person increases his understanding and improves his use of language, he becomes a more civilized man.

ENGLISH IS THE LANGUAGE

This book is about language. To be exact, it is about English, one of over 3,000 languages spoken in the world. Most of these languages can be grouped into families on the basis of certain similar features. English, which grew out of Anglo-Saxon, belongs to the Indo-European family.

Lend Me a Word, Pal: English, a Borrower of Words

In its development over the centuries, English has borrowed words from other languages both within and outside its family. Thus from its language cousin, Norse, English took *skiorte*, which we now know as both *shirt* and *skirt*.

From French it took *army*, *card*, *merchant*, *soldier*, and *map*. (And the French had borrowed *map* from Latin, where it meant a napkin or signal cloth.) *Act*, *animal*, *correct*, *medicine*, *pedal*, and *student* were borrowed from Latin. From Greek came *athlete* and *atlas*; *encyclopedia*, *skeleton*, and *tonic*. *Duck*, *stove*, *golf*, and *wagon* came from the Dutch; *balcony*, *opera*, *piano*, and *umbrella* from Italian. *Alligator* and *cork*, as well as *hammock* and *mosquito* (which seem to go well together), were borrowed from Spanish. *Algebra*, both as a word and a mathematical science, came from the Arabs, along with *sofa* and *admiral*. From Persian, English borrowed *caravan*, *shawl*, and *sherbet*. It adopted *polka* from Polish, *tea* from Chinese; *boomerang* and *kangaroo* from the natives of Australia; *taboo* from Polynesian; *steppe* from Russian; *bandana*, *bungalow*, *china*, *cot*, and *jungle* from India; and *hickory*, *caribou*, *moose*, *moccasin*, *tomahawk*, and *wigwam* from the American Indians. Out of our experience with borrowers of real things, we could feel quite guilty about taking so many words from other languages if we did not know that they have borrowed many words from English.

The Old Ones Are Used Most: Anglo-Saxon Words Remain Basic

So much has been borrowed from other languages that words of Anglo-Saxon origin make up less than one-quarter of the words in present-day English. Most of our words have come from French, Latin, or Greek. However, among the words we use most commonly, probably one-half or more are Anglo-Saxon. And nine Anglo-Saxon words (*and*, *be*, *have*, *it*, *of*, *the*, *to*, *will*, *you*) probably make up one-quarter of all the words that are used in speaking and writing.

Isn't It Getting Big? English, a Growing Language

Because English has borrowed from other languages (and used other means to increase its store of words) we

say that it is a growing language. This growth in words allows us to express a great range of ideas and feelings with exactness and variety. Thus, in referring to speaking, we can use not only the Anglo-Saxon *say*, *speak*, and *tell*, but also such words as *cry*, *comment*, and *remark* from French, *assert* and *assure* from Latin, and *mutter* from German. As we learn to listen to and to look at words carefully, and get to know their meanings, we are able to express our own ideas and feelings more accurately and to understand more clearly the ideas of others.

EXERCISE I: Knowing and Using Words

1. Words in English which come from or are built upon the same original word are said to have the same root. Both our words *language* and *tongue* have the same root, the Latin word *lingua*, meaning "the tongue". Since the tongue is an important organ by which we make language, perhaps it is not surprising that the two words come from the same root. Besides, we do sometimes use the word *tongue* in the same meaning as language. Consider "our native tongue", "a foreign tongue".

 Word roots are interesting and useful not only because knowledge of the root of a particular word can extend our understanding of that word. Certain Greek and Latin roots occur again and again in words in English. A knowledge of some of these common roots can help us understand the meanings of many words in our language. Below are a number of Greek roots with their meanings. Combine them in pairs to make as many English words as you can. (You may have to change a final letter in the root in making some of the words.) Write your own meaning for each word, then check that meaning in the dictionary. Does knowing the meaning of the roots help you in getting the meaning of the word?

graph	*to write or draw*	scope	*to see*
micro	*small, little*	photo	*light*
phone	*sound, noise*	auto	*self*
tele	*far, distant*		

2. Not only are words formed by combining roots. Very many English words are built of a root with a prefix or a suffix. These are special forms, placed before or after the root. (The words *prefix* and *suffix* themselves are formed from the same Latin root, *figere*, meaning "to fix" or "to fasten", with, in one case, the prefix *pre*, meaning "before" and, in the other, the prefix *sub*, meaning "under" or "beneath".) Thus, by adding prefixes or suffixes to the Latin root, *port*, meaning "to carry", we can build words like *report*, *import*, *importer*, *important*, *importance*, *deport*, *export*, *portage*, and *transportation*.

 Identify as many words as you can which are formed by the addition of prefixes or suffixes, or both, to each of the following roots:

 form hand create time

3. Many words in the English language have interesting origins. Odin, the king of the Norse gods, mentioned at the beginning of this chapter, was called Woden by the Anglo-Saxons. Our word *Wednesday* (Woden's day) is named after him. Since he was god of agriculture, as well as of wisdom, war, and poetry, Wednesday was considered a good day for seeding grain.

 Two other days of the week are named after Thor and Freya. What are they? Find the origin of the names of the remaining four days of the week. (Use a dictionary which gives word origins.)

4. The great variety of words in English allows us to select from groups of words with similar meanings in order to express our ideas more precisely.

 Look at the sentence below:

 The man walked to his house.

 The sentence is meaningful, but quite general in what it tells us. We learn nothing about the man, about how he walked, or about the kind of house he lived in. By adding words to the sentence, we can give some of this information. We could say:

 The old man walked slowly to his little house.

However, we can also give additional information by substituting more specific words for the three main words in the sentence. Thus, depending on the situation we are talking about, we can say:

The soldier marched to his barracks.
The baby crawled to his crib.
The pensioner trudged to his hut.

Following these examples, write ten more sentences by making substitutions for the three main words in the original sentence: *The man walked to his house.*

If You Can't Borrow It, Make It: English, a Maker of Words

Not only have words been borrowed from other languages; when no suitable word has been available in English to refer to something, a new word has been made up. Among such made-up words we have *gangster* (from *gang* and the suffix *-ster*, which is often used to indicate an occupation), *bulldozer*, *hobo*, and *pep*. During World War II originated such words as *black market* and *paratrooper*. More recently such words as *drive-in*, *rock-and-roll*, *teenager*, *UN*, *space-age*, and *astronaut* have come into the language. The process of word making is still going on.

New Meanings as well as New Words: English, an Ever-Changing Language

Not content with borrowing words and making them up, people at various times have given new meanings to old words. As a result, over a period of time, some words have taken on a number of meanings. Consider *walk*, *hard*, *run*, *ball*, *paper*, *game*, and *board*. Some words have lost their earlier meanings and now retain only the more recent ones. For example, *sly*, which once meant "wise" or "skilful", now has a suggestion of evil attached to it. *Nice* originally meant "foolish" or "stupid"; *silly* once meant "blessed" or "good".

In Old English, *pretty* meant "sly" or "deceitful". Thus, English, because of borrowing, making new words, and adding new meanings to old words, is an ever-changing language.

Vocabulary Grows with Maturity and Effort

As a result of the continuing growth of English, it is estimated that there are now over 600,000 words in the English language. Of course, no one person can possibly know them all. Most people know only a fraction of the words in English and, normally, use only a portion of these in expressing themselves. However, children beginning school already understand about 15,000 words.

As one grows older, one's vocabulary and ability to use language grow also. A hungry child may only be able to shout "Eat!" in order to get food. An adult, on the other hand, can say, "I'll have a sirloin steak, medium-rare, with mushrooms." Similarly, a little girl, pleased with her new skirt, may only be able to say "Nice!"; a young woman, showing off her new dress, may exclaim, "This is the most beautiful gown I have ever had. And it's the latest style, too." A person's vocabulary and ability to use language depend, however, only in part upon his greater maturity. They depend, as well, on the effort he makes to grow in language.

The Word Is Not the Thing: Words Are Symbols

There is something else about words that must be remembered if language is to be used effectively. It is that words are only signs or symbols, not the things that they stand for. Thus, for a person who had never seen, heard of, or read about a car, the word *car* would have no meaning, even if he could read and say it. We have to bring experience, real or second-hand, to give meaning to a word. This is a point that we do not consider enough regarding language: not only do we need to have a clear idea of the words that make up the

language in order to express our thoughts and feelings exactly, we also need to bring to words the ideas of the things for which the words stand, if we are to have a good command of the language. Some of our ideas of words come from our direct experience. Most of them we get through other means, mainly by listening and reading.

To Grow in Language Is to Become More Human

English is a growing and changing language. Because of the great range and variety of the words that make up English, we can express our thoughts and feelings, simple or difficult, with clearness and accuracy. To do this, however, we have to be sensitive to words, to their meanings, and to the ways in which words carry meaning. To the extent that we do not make the attempt to grow in language, we limit ourselves in the thing which more than anything else makes us human.

EXERCISE II: Looking into Words

1. Listed below are a number of made-up (*coined*) words. Write what you think is the meaning for each word; then check your meaning with that given in a dictionary. Try to find out how each word originated.

ack-ack	zipper
radar	walkie-talkie
UNESCO	brunch
jeep	motel
blackout	chortle

2. Most of the words above are made by combining two words, parts of two words, or initial letters of several words. The method of combining parts of two words to make a new one has been used to make up the words below. Make up a suitable meaning for each of them. (Note that they are not real words in the English language.)

yellocution	studenture

cinemactress	topicnicking
alcoholiday	collossalary
pupilot	snoopervision

3. Some words have acquired a number of different meanings. Thus, the word *hard* can have the following meanings:

 difficult: He hated the hard work.
 industrious: The man was a hard worker.
 firm: He slept in a hard bed.
 severe: The hard life soon made him old.
 painful: The policeman received a hard blow.
 unfeeling: The boy grew to be a hard man.

 Write sentences to show clearly as many different meanings as you can for each of the following words:

walk	paper
run	game
ball	board

4. (a) You may not know the meaning of one of the following words: *aardvark*, *gnu*, *lectern*, *neuron*. From the group choose one word that has no meaning for you. *Without looking up the meaning of the word*, write a story of four or five sentences in which you illustrate what the word suggests to you.

 (b) After you have written the paragraph, use a dictionary to check the meaning of the word you wrote about. Does your paragraph seem funny? Do you see that having some kind of experience of the thing that the word stands for is necessary if the word is to have meaning for you? You received one kind of experience by reading about the word in the dictionary. List three other kinds of experience that would increase your understanding of the word about which you wrote.

 (c) Perhaps some of the stories that you and your fellow students wrote about the words in Question 4 (a) could be read in class.

WORDS INTO PATTERNS: THE MAKING OF MEANING

Words — vocabulary — are only one of two important parts of a language. Of equal importance is the way in which words are put together. Each language has a system for placing words so that thoughts and feelings can be expressed in a way which others knowing the language can understand. Each system involves special arrangements of words and the use of certain signals. This system is called the grammar of the language.

English Grammar: Sentence Patterns

English has its own system of word arrangement and word signals — its own grammar — for conveying meaning. First, it has certain basic patterns for arranging words in groups or units which can express meaning — that is, for making sentences. For instance, a group of words like *a, the, kicked, boy, cow, little* does not carry meaning (even though we know the meaning of each word), because the words are not arranged in a pattern we know. Because most of us have been exposed to patterns of English since we started to speak, and because we use these patterns automatically, we are able to rearrange these words into an acceptable and meaningful English sentence. Thus we can get such combinations as:

The little boy kicked a cow.
A little boy kicked the cow.
The boy kicked a little cow.
A boy kicked the little cow.
The cow kicked a little boy.
A cow kicked the little boy.
The little cow kicked a boy.
A little cow kicked the boy.

By changing the rules a little, we can arrive at this:

The cowboy kicked a little.

All these sentences have meaning. However, the meaning in each sentence is different. Two conclusions can be drawn from this example: words carry meaning when they are arranged into sentence patterns; the positions in which certain words are placed in a pattern affect the meaning of the sentence.

Patterns Can Be Expanded

The basic sentence patterns in English can be built up, or expanded, in a systematic way. Thus the sentence

The little boy kicked a cow.

can be expanded to read

The nasty little boy who was known for his cruelty to animals kicked a sick cow when no one was looking.

This expansion shows quite a complicated knowledge of the structure of the English sentence, and it illustrates further the importance of patterns in English. For example, we would confuse meaning if we put *nasty* after *boy*, if we put *to animals* after *known*, if we put *sick* after *looking*. There are very definite ways in which words must be arranged if language is to serve its purpose of carrying meaning.

English Grammar: Watch the Signals

Within each sentence pattern, certain words act as signals for other words to ensure that meaning is clear. In the sentence

The boy bought a bicycle.

the word *The* tells us that a word referring to something or somebody will follow. In this case, also, it tells that this was a particular boy; on the other hand, *a* does not limit the meaning of *bicycle* in the same way.

Altering the form of a word in English may affect meaning as well. Thus, if we changed *boy* to *boys* in the sentence above, the meaning would be affected. In the same way, changing *bought* to *is going to buy* would alter the meaning considerably.

As words need to be put together in a sentence according to a pattern in order to convey meaning clearly, so sentences must be put together into certain patterns in paragraphs and longer units if thoughts are to be communicated effectively. The patterns for paragraphs and essays, however, are not so rigid as they are for sentences. The sentences in a paragraph must, however, have some kind of order and relationship which show the ways in which we normally see, think, know, and understand.

EXERCISE III: Use What You Know About Sentence Patterns and Signals

1. Make as many meaningful sentences as you can by arranging the following words into acceptable English patterns:

 man, candy, some, a, the, boy, gave

2. About ninety per cent of all sentences in written English are built from four basic sentence patterns. These patterns are illustrated by the simple sentences which follow:

 (i) The girl runs.
 (ii) A dog found the thief.
 (iii) The boy is strong.
 (iv) The man is a boxer.

 Using these sentences as models, write three sentences of your own for each of the four patterns, substituting different words for the main words in the models. (A warning: for patterns (iii) and (iv) change only the main words before and after *is*. Later you will learn that only certain words can fit in this position in these two patterns.)

3. Within a sentence, English uses certain signals to help you with the meaning. You know how to use these signals because you are able to speak English; however, you may not have thought about how they work. Let us look at a few of them.

(a) A man has stolen a car.

(i) What meaning does the use of *a* give about *man* and *car*?

(ii) What difference would it make to the meaning if we substituted *the* in both places?

(b) (i) A man has stolen a car.

(ii) A man has stolen the car.

(iii) The man has stolen the car.

(iv) A man has stolen your car.

(v) The man has stolen your car.

In a real situation, which one or more of these statements would cause you the greatest worry? Why? What word change would cause this concern? Which statements suggest that the man could be identified? Explain.

(c) If you saw a friend running up the street to you, shouting, and all you heard was "..... have stolen your car," how many persons would you suspect had committed the crime? How would you know? What does this example tell you about a certain kind of signal in English?

(d) (i) The men have stolen your car.

(ii) The men will steal your car.

(iii) The men are stealing your car.

Which two statements tell you that there is a chance of stopping the crime? Which of these two statements tells you that the chance would be a less likely one? How do you know these things? What does this question point out about a certain kind of signal in English?

(e) When we expand a sentence, and its meaning, by adding more words to it, we must keep a certain order. Consider this sentence:

The man stole the car.

If we wanted to add the word *yesterday* to the sentence, could we put it in any position we wished? In what posi-

tions would we usually put it? In what positions could we put the words *powerful*, *fast*, and *big*? In what positions could we put *hungry*, *green*, *streamlined*, *blond*?

(f) (i) The car is being stolen by a man with a cracked windshield.

(ii) A man is stealing a car in red pants.

(iii) The car was stolen by a man having many dents on the body.

(iv) The man stole the car wearing a baseball uniform.

What have these four sentences in common? What is the group of words which is misplaced in each sentence? Rewrite the sentences correctly, putting each misplaced group of words in the position that will make the sentence clear. What do these examples tell you about the position of certain words in a sentence?

Each of these groups of words is called a *modifier* (from Latin, "to limit, regulate"), and it modifies the meaning of the word to which it refers. Thus the meaning of *car* is limited or qualified to a more specific car when we add *with a cracked windshield.* In English, the position of the modifier is next to the word it modifies. When the modifier has several words, it usually comes after the word it modifies.

COMING FULL CIRCLE

Language Is Used to Express Thought and Feeling

Language is a very complex tool for expressing thought and feeling. Language can't think or feel; we have to do that. Language enables us to communicate our thoughts and feelings to others. However, the accuracy, clarity, and effectiveness with which we communicate them depends on our understanding of language and on our ability to select and use language well.

Language Consists of Two Parts: Vocabulary and Grammar

Language consists of two basic parts: words (vocabulary) and a system of patterns for using words (grammar). A child who is able to speak only the simplest kind of sentence is already using the vocabulary and grammar of his language, although he cannot explain them. Even an adult may use his language very well without knowing the details of how it works. However, using language is a little like driving a car. A person may be able to drive a car even if all he knows about it is how to make it run, but he will probably become a better driver if he knows something about how it runs. The difference is that language is much more complex than a car. This is another reason why a person needs to be interested in his language.

Language Is Used in Speaking, Writing, Listening, and Reading

Language works in two ways. We can use it to express our own thoughts by speaking and writing. Or we can receive the thoughts of others through listening and reading. While the four major language skills — speaking, listening, writing, and reading — appear to be quite different, they are similar in many ways. Certain lesser skills of language apply to each of the major skills. People who are skilful in speaking and writing make listening and reading more meaningful for us.

Speaking, Writing, Listening, and Reading Work with Each Other

Certainly, the four major skills are not independent. Many of the thoughts and feelings we express are based on direct experience. However, listening and reading add to our store of ideas. As we develop a concern for effective expression

through speaking and writing, we become more alert in our listening and reading. Thus each major skill interrelates with and supports the others.

Throughout the rest of this book, you will see this interrelationship of the major skills and practise them. You will read, express your ideas in class, listen to the ideas of others, and express your thoughts in writing. Your goal will be a better understanding and use of language, as a means of improving your ability to think and as a means for expressing your thoughts and feelings more effectively than you can at present.

CHAPTER II

Speak for Yourself

THINKING ABOUT LANGUAGE

Let us listen in on a conversation. (The statements are numbered so that it will be easy to refer to them later.)

(1) Mr. Drift: Did you hear about the accident on Spalding Avenue today?

(2) Mrs. Brown: Not another one! It seems there's been an accident a week in town since New Year's.

(3) Mr. Drift: Some teenager, speeding. Went over the curb, knocked over an old lady, and stopped against a house.

(4) Mrs. Drift: Anybody killed?

(5) Mr. Drift: What did you say?

(6) Mrs. Drift: I asked whether anybody was killed.

(7) Mr. Drift: No. However, the woman's legs are broken. The boy is pretty badly cut, too, I guess.

(8) Mr. Brown: This teenage driving is getting to be an impossible problem. Those kids have no respect for a machine, other people, or authority.

(9) Mrs. Brown: Now take it easy, Ed! You're judging everybody by the actions of a few. Nearly every young person on our block drives. But how many of them have been in accidents, that you know of?

(10) Mr. Brown: Well ——

(11) Mrs. Brown: And look at the facts. Sure, a higher percentage of them have accidents, but they are supposed to have a ——

(12) Mr. Brown: That's just my point, Edna; they're a menace.

(13) Mrs. Brown: Just let me finish. They are supposed to have a faster reaction time than adults. And another thing, wouldn't you expect a person who is new to a skill to be more likely to make errors than one who has had experience? However, my main point, Ed, is that you are using one case to judge everybody.

(14) Mrs. Drift: Julie, the daughter of Judge Sterling, just down the street, is getting married next month.

(15) Mr. Drift: What was that? Part of it I couldn't hear, and the other part I couldn't make out.

(16) Mrs. Drift: I said that Julie Sterling is getting married.

(17) Mr. Drift: Yes, sure. You know you have a point, Edna. Perhaps we should provide better driver training for young people. Then they would

have more and better experience when they started driving.

(18) Mr. Brown: Come now, George! Are you going to waste more of the taxpayer's money?

STOP and Think

1. Conversation depends upon someone introducing a topic for discussion.

 (a) What topic does Mr. Drift use to open the conversation?

 (b) How may he have obtained his information about this topic?

 (c) Name five other ways in which you can get topics for opening a conversation.

2. Even though you know very little about a topic that is being discussed, you can add to the conversation and keep it going.

 (a) In statement (4), Mrs. Drift uses one way to keep a conversation going. What is this way?

 (b) Mr. Brown, in statement (8), and Mr. Drift, in statement (17), show another way to keep a conversation going. What way do they use?

3. Most people are careful to use correct facts in a serious conversation.

 (a) Which speaker is least careful about the correctness of his facts?

 (b) Which of the statements that this speaker makes in the conversation best illustrates this carelessness?

4. The way in which you deliver (that is, state) what you say is important in conversation. In statements

(5) and (15), Mr. Drift gives us hints that his wife has two weaknesses in the delivery of her statements. What are these two weaknesses?

5. In good conversation you should listen politely and alertly to the speaker.

 (a) In statement (12), what does Mr. Brown do which shows that he does not follow the rules of good conversation?

 (b) In statement (14), what does Mrs. Drift do which shows that she also does not follow the rules of good conversation?

6. In complete sentences, list five things which you have learned about good conversation from this exercise.

SPEECH: EVERYONE USES IT BUT TOO FEW THINK ABOUT IT

Next to listening, speaking is the most frequently used language skill. Of our total use of language, we spend between one-quarter and one-third of the time talking. It is important, therefore, to learn how to speak clearly and well.

"But I already know how to speak!" you may say. Of course you can speak. However, in some ways speaking is a little like other skills, say carpentry. Knowing words may be like being able to recognize tools and materials. Using them in basic ways in sentences may be like driving a nail or sawing a board. Putting sentences together into simple paragraphs may be like building a doghouse. However, in the same way that building a doghouse is not necessarily a sign of the best ability in carpentry, so putting sentences together in simple ways is not necessarily a sign of the best ability to use speech effectively at all times. A good speaker should be able to express himself effectively in complex as well as in ordinary situations.



"And now, having introduced the speaker for the evening, I will call on him to give his speech."

When a person has skills which cover many uses, he can make them fit different situations. A good carpenter, in building anything, will consider what it will be used for and how it will look to others. A good speaker, in planning his speech, will think about his purpose and his audience. A skilled carpenter is not likely to put costly materials and artistic workmanship into a doghouse. A thinking speaker will not try to comfort a weeping three-year-old girl by saying, "Curtail those horrendous noises — you face no imminent catastrophe."

There is, however, an important difference between carpentry and speaking. You may not need to become a skilled carpenter in order to live effectively in this world. (You can hire expert carpenters to do your building.) However, you cannot really escape the responsibility of speaking for yourself. Even if you could hire an expert to speak for you (lawyers are sometimes hired for this purpose), you would still need to communicate with the expert.

Remember that language is the expression of thoughts and feelings. When you speak, you communicate your own ideas; you show the quality of your thought. In this sense, your speech tells people what you are. Whenever you open your mouth, you show your mind to the public. For this reason it is important to learn to speak well.

Giving Short Talks

The speech activities in which we take part most frequently are conversation, discussion, and talks. Since giving a talk requires skills which are used in the other two activities, it will be discussed first. Jokes, debates, reports, election speeches, and addresses supporting projects are all forms of talks. It is important to know how to prepare them and how to give them.

EXERCISE I: To Give a Talk

1. Printed below are two talks, both on the same subject. The sentences in each talk are numbered to make it easy to refer to them in the exercises that follow.

A. Making Indian Arrowheads

(1) Looking at the fine work in many Indian arrowheads, people have been curious about just how these arrowheads have been made. (2) Some have suggested that chips were cracked off a heated stone by putting drops of cold water on it. (3) However, it is most unlikely that this was the method used. (4) Most experts believe that the stone was shaped into an arrowhead by striking and pressing flakes off it. (5) The stone was first worked into a rough shape of an arrowhead by being struck with another stone or a bone. (6) Then the work was finished by pressing flakes off with a piece of bone or antler. (7) The result was often a very beautiful piece of work.

B. Indian Arrowheads

(1) Arrowheads are interesting. (2) The arrowhead was made by first knocking big chips off the stone by striking it with another stone. (3) The use of a bow and arrow gave a man a better chance of getting food. (4) These chips can sometimes be found on fields. (5) Farm machines going over stones sometimes knock chips off, too. (6) The

arrowhead was completed by pressing smaller chips off the half-finished stone with a piece of bone or antler. (7) Antlers obtained from many animals. (8) They made the arrowheads of stone. (9) Arrowheads can be found in Europe, too.

(a) At the beginning of his talk, which speaker informs his listeners more clearly about his subject and makes it easier for them to follow his talk? How does he do this? Put down the number of the statement which he uses for this purpose.

(b) Both speakers follow their opening statements with other statements which should support the opening statement. However, speaker B has included in his talk a number of statements which are not tied, or directly related, to his subject. Which statements in talk B do not relate to the subject?

(c) Speaker A has shown that he can use the patterns of English by making all his sentences complete. In B, which sentence is not written in a correct or complete pattern? Rewrite it as a complete sentence.

(d) In his statements, speaker A shows that he has thought about using exact words in his sentences to make his meaning clear. In statement (4) of A, why might *people* not be as good a word in the place where *experts* appears? From the same sentence, list four other words which help the meaning because they are exact.

In sentence (8) in B, why is *They* not the best word to make the sentence meaningful? Put another word in place of *They* to make the meaning clearer.

(e) Speaker A has arranged his sentences in an order easy for the listener to follow; he has organized his talk. Speaker B has not.

(i) Find and list those sentences in B which refer most directly to the subject of Indian arrowheads.

(ii) Decide on an order for them which would allow a listener to follow talk B more easily. Using this order

and changing the related sentences only where it is necessary, rewrite the talk to show how speaker B could have improved it.

(f) Speaker A brought some pictures and an actual arrowhead which he showed to the class. In what way would doing this improve his talk?

Three Steps for Speaking

To this point we have seen that there are three important steps to remember in preparing and giving a good talk. First, decide on a good opening statement which will tell accurately what you are going to talk about. Second, decide on a number of supporting statements which will give the details of your topic. Third, arrange these statements in an order which will make your talk easy to follow and to understand. Of course, to do these things well, you will need to think carefully about your topic and will often have to get more information about it.

These three steps are important in listening, reading, and writing as well. You will find out more about them in other parts of this book.

Three Do's for Good Speaking

There are three other important points you should consider in preparing and giving your talk. The first is the purpose of the talk. The kind of opening and supporting statements you make and the way you organize them will depend in part on why you give the talk. Talks may be given for a number of reasons: to inform, to entertain, to convince, to impress, or to arouse to action. The second point to consider in preparing and giving a talk is the audience. Again, the way you make your opening and supporting statements and the way you organize them will depend in part on such things as whether your listeners are very young or quite mature, on whether they have little or much education, even on whether they are men or women.

The third point to consider is the way in which you present your talk, the delivery. If you fidget too much, your audience may only look at you and not listen to what you are saying. If your voice is too soft, they won't hear you. If you are careless in the way you say your words, some members of your audience may find themselves like the boy who could not hear "one nation, indivisible, with liberty and justice for all" clearly, and wrote "wanation in the visible with liberty and gusted for all".

EXERCISE II: Be Sure of Your Purpose

All the statements below deal with the same main subject: money. However, each statement is said differently to fit the purpose for which the statement is made. Identify the purpose to which each of the statements has been fitted. Remember that the purposes may be to inform, to entertain, to convince, to impress, or to arouse to action.

1. A man who was known to be stingy with his money sent a boy on an errand. When the boy returned, the man put on a show of looking through his pockets for something to give him. Finally, he said, "I'm sorry, George. I thought I had a nickel."

 "Look again, Sir," answered the boy. "If you ever had a nickel you've still got it."

2. If you compare the two bicycles carefully, you'll see that the first is the better bargain. It is stronger, better finished, and smarter looking. That's the one I would buy if I were you.

3. You've been sitting around the house, moaning that you haven't any money and that you don't know how to get any. Just this morning Mrs. Johnstone told me she was looking for a boy to paint her fence. She'll pay thirty dollars. If you want that new bike badly enough, you'll go right over and ask her for the job.

4. Our new car is the top model in its line. Dad wouldn't be satisfied with just anything. I get a thrill just sitting on the red leather upholstery and pushing the buttons that operate the power windows.

5. The cost of airplanes has increased tremendously. During World War II, a Spitfire or a Hurricane was produced for about twenty-five thousand dollars. A modern jet fighter costs over a million.

EXERCISE III: Know Your Audience and Check Your Delivery

1. In planning a talk, you need to consider the audience, the person or persons who will be hearing the talk. All the statements that follow are on the same subject: safety. However, each statement differs from the rest because it is intended for a different audience. Using complete sentences, describe the audience for whom each of these statements may be intended.

 (a) Don't leave your little wagon by the door. When Daddy comes home he may step on it and go "boom".

 (b) A home may be as dangerous as a highway. If you are not careful, you may get hurt climbing stairs, washing windows, or doing the laundry, as you may if you are careless while driving a car.

 (c) If no ventilation is provided, the carbon dioxide accumulates in quantities beyond the tolerance of the human body. The consequence of this situation is death.

 (d) You guys think you're big stuff because you don't wear helmets. You won't look so smart when you get cracked on the head by a stick or a puck. I want you to put those helmets on and keep them on every second you're on the ice.

 (e) All of you will be exposed to possible hazards of lack of oxygen, of weightlessness, and of radiation. It is im-

perative that you follow the safety procedures which you have practised during your training.

2. In Question 1, above, you identified the special audience for whom each statement was made. Choose one of the statements in Question 1 and rewrite it as you might say the same ideas to another kind of audience. Perhaps you may be able to read your statement to your class and have your classmates identify the audience for whom you meant your statement.

 Remember that in thinking about your audience when you plan your talk you should note two things:

 Will the ideas and examples I use be neither too hard nor too simple?

 Will nearly everybody be able to understand the words and sentences I use?

3. As a class, decide what points about the delivery of a talk — the way you give a talk — are important. List your points under these headings:

 Use of the Voice

 Quality of Speech (the way you say words)

 Use and Control of the Body

 Later, you may want to use these points to check your own talk.

EXERCISE IV: Use What You Know About Giving Talks

1. (a) Select a topic on which you can give a one- or two-minute talk. Perhaps you may wish to talk about the latest fad, about an interesting hobby or a favorite sport, or about any other topic which may interest you.

 (b) In preparing your talk, remember to use the steps for preparation, to consider your purpose and audience, and to practise your delivery.

 (c) You will usually find that you are able to talk best on a subject about which you are well informed and

about which you have thought. This makes sense. Your ideas must be clear in your own mind before you can express them clearly in language.

(d) You should not read your talk. Neither should you try to memorize every word of it. If you are afraid that you will forget what you want to say, put one or two words to remind you of each statement on a card that can be hidden in the palm of your hand.

2. After you have had practice in prepared talks, try "stump speeches". To get a variety of "stump speech" subjects, perhaps each member of your class could write topics such as "Easter", "hockey", or "Banff" on pieces of paper, fold the papers, and put them into a box. You and your classmates could each take turns drawing a topic from the box and speaking on that topic. Give yourself a minute or two to think about the topic. During this quick planning, remember to use all the things you have learned about making a talk. The talk should not be longer than one minute.

3. After you have had some practice in giving talks, you may use what you know about the steps, purpose, audience, and delivery to discuss or evaluate other students' talks in class.

4. Later in this book you will learn how to prepare and deliver reports. Remember to use what you have learned here when you are preparing to give a report to your class.

Discussion and Conversation

What you have learned about giving a talk can be used, as well, in discussion and conversation.

A discussion usually centers on a certain topic. It is a way of learning in which everyone makes some contribution

and all learn from each other. As in a talk, there is a main statement or idea, or several of them, following each other at various points in the discussion. The comments which each one contributes are like the supporting statements. Although the order of the statements may not be as clear as in a talk, an order still must be there, otherwise the discussion becomes a jumble of unrelated statements. Finally, to make a discussion worthwhile, the persons taking part must have a good knowledge of the subject. If a discussion is to be more than an "exchange of ignorance", the people taking part have to be prepared through reading and thinking to contribute to the topic discussed.

Conversation is usually freer than discussion and wanders more from topic to topic. But in a good conversation, also, there is an order of main and supporting statements.

Two Hints for Good Discussion and Conversation

In both discussion and conversation, as in a talk, we have to consider certain things. Usually we show we are listening by not introducing, suddenly, a topic which does not refer to anything which has been said just before. (Remember Mrs. Drift?) We try to speak clearly and loud enough to be heard.

Two Don't's

There are two things in discussion and conversation that we need to be careful about. First, we should not interrupt other people when they are speaking. Second, we should not talk so long or so much that other people don't get a chance to speak. Otherwise we may get the reputation of the lady in England on whose tombstone is written the following verse:

> Beneath this stone, a lump of clay,
> Lies Arabella Young,
> Who on the twenty-fourth of May
> Began to hold her tongue.

Asking Questions

To become a good speaker, you must learn to ask questions. The ability to ask questions can help you in preparing a talk and in taking part in a discussion or conversation.

Five W's and an H

The most common way to think of questions is in relation to the question words: what? who? when? where? how? why? Thus, if someone makes the statement, "The St. Lawrence Seaway cost a great amount of money to build", we can ask the following questions:

What is the St. Lawrence Seaway?
Who built it?
When was it built?
Where is it?
How was it built?
Why was it built?

Try it Another Way: Three Types of Questions

Questions can also be asked for a special purpose. Considered in this way, there are many types of questions. Listed below are three types of questions with an example of each one.

1. To check facts or information or to get new related facts or information:

 What did you say was the main product of Jamaica?
 What is the main city of Jamaica?

2. To get an explanation:

 How did the Egyptians raise the stones to build the pyramids?

3. To compare or contrast:

 How do jet motors differ from rockets?
 In what ways are they similar?

Ask Questions of Yourself, Too

To learn to use questions well, we have to exercise our curiosity and be alert to what people say and write. We have to be aware of their main statement and the supporting statements, as well. Finally, questions not only help us learn when we ask them of others; they improve our own ideas if we learn to ask them of ourselves. Asking questions is part of thinking.

EXERCISE V: Use What You Know About Asking Questions

1. Imagine that the passage which appears below was a talk given in your class. What useful questions beginning with *what*, *who*, *when*, *where*, *how*, and *why* could you ask the speaker in order to broaden your knowledge and understanding of the subject? Write each question as a complete sentence.

> Twelve-Foot Davis is one of the legendary men of Western Canada. Born in the United States, he came north as a young man, first to look for gold, then to trade. Claiming a strip of land, twelve feet wide, between two other gold claims, he not only secured for himself a fortune of $12,000, but also acquired a nickname. The later part of his life Davis spent as a trader in the Peace River Country. His grave stands high on a hill, overlooking the Peace and Smoky Rivers in the land that he loved so well.

2. Look again at the passage in Question 1. What two questions might you ask the speaker in order (a) to get new related facts or information, (b) to get an explanation, (c) to find out how something referred to in the talk compares or contrasts with something else?

3. As each member of your class gives the talk that he prepared for Exercise IV, write, in complete sentences, two

questions based on the hints you have learned in this chapter. Make sure your sentences relate to the talk.

4. Read your questions aloud to the class. Let others in the class try to identify the type of questions you have asked. Can the speaker answer the questions? Can other members of the class answer them?

5. Choose a committee of three students from your class. After a talk has been given by one of your classmates, the committee will answer questions prepared by the rest of the class on the subject of the talk. Take turns in different periods, so that everybody has a chance to be on the committee.

 This is a useful way to find out how well you have listened to the speaker and how much you know about the subject. It also gives you a chance to practise what you know about good speaking.

CHAPTER III

Are You Listening?

THINKING ABOUT LANGUAGE

How often have you bluffed your way through a lesson, only pretending to listen? How often have you been embarrassed in class by asking a question that had already been answered? And how often have you been sorry that you didn't listen to some point in a lesson that suddenly became part of an important question on an examination?

The passages below represent different situations in which people had not listened to what had been said. Read the passages, then answer the questions that follow.

A. Mother: Mary, will you come and wash the dishes?

Mary: What did you say, Mom?

B. Mechanic: Did Joe ask us to take the motor out of the red car or the blue one?

C. Student: I thought that Miss James told us to answer only two of the examination questions, not all of them.

D. Girl: I know she said that the party was tonight, but where did she say it was to be held?

E. Chairman: I will now ask Mr. Hartley to summarize the discussion that has gone on.

F. Dentist: Nurse, which tooth did I say I should pull out?

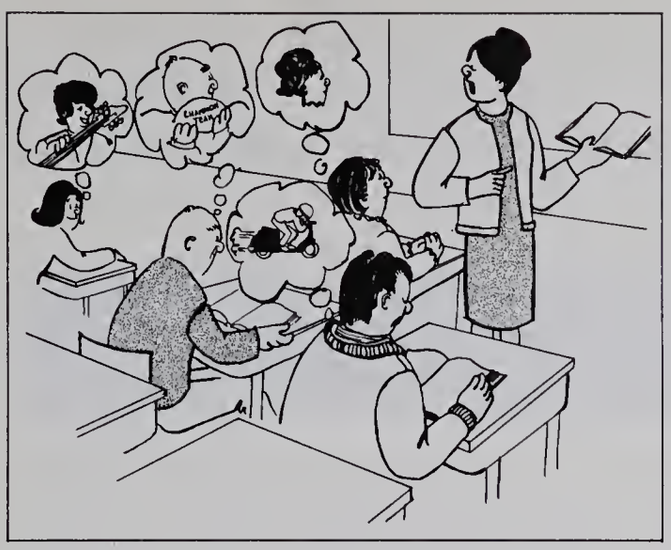
G. Teacher: The ocelot, its reddish-yellow fur spotted with black, is a four-foot-long member of the cat family; it lives in Texas and Central America.

Student: What's an ocelot?



1. In which passage, above, may the person asking the question be pretending not to have heard what was said?
2. (a) Which passage suggests that someone may have to spend money unnecessarily because a person was not listening to instructions?

 (b) In which other passages were people not listening to instructions?
3. In passage G, a student asked for the meaning of a word. Why was it unnecessary to ask this question?
4. In passage E, what listening skill will Mr. Hartley have to show that he has used?
5. What may be the result of the student's poor listening in passage C?
6. In a few complete sentences, tell what you have learned about listening from the passages above.
7. In what ways is listening similar (a) to reading, (b) to speaking?
8. In what ways does listening differ (a) from reading, (b) from speaking?



"And that is the most important point of this lesson."

On Listening

They look like angels
Downy and glistening,
But they're just spoofing —
They're not listening.

God gave them ears,
But won't they lose them
If they don't soon
Begin to use them?

Mauree Applegate

CLEAR YOUR RECEIVING CHANNEL: LISTENING IS IMPORTANT

The ability to listen — to sort out a speaker's important points from his unimportant ones — is one of the important communication skills you can and must learn. It is certainly the skill used most often in everyday life, and it is an especially important language skill used in school.

Explanations in school subjects and lesson assignments, directions, instructions, discussions, and conversations require special skill in listening. Notemaking, too, demands good listening skills. Many of the ideas you will receive this year will come through listening.

Similar but Different: Listening and Reading

Listening and reading are very much alike. Both skills deal with the intake of information. In both skills the reader and listener must think, and then react to the spoken or printed word.

But listening demands more from you than does reading. When you read you go as quickly or as slowly as you wish. You may ponder and even daydream (very rarely, of course),

but when you are ready to start reading again, the printing is before you. When you listen, however, you must proceed as fast as the speaker demands. If you are distracted even for a moment, the message may be lost.

My Listening Is as Good as Your Speaking: Organization Is Necessary

A considerate speaker realizes that even a well-organized speech requires intense concentration by the listener. A good speaker is careful to organize his subject well and to summarize his major ideas for the listener.

The Qualities of a Good Listener

Check below to see how many good listening habits you should perfect. Start perfecting these habits now.

A LISTENING CHECK LIST

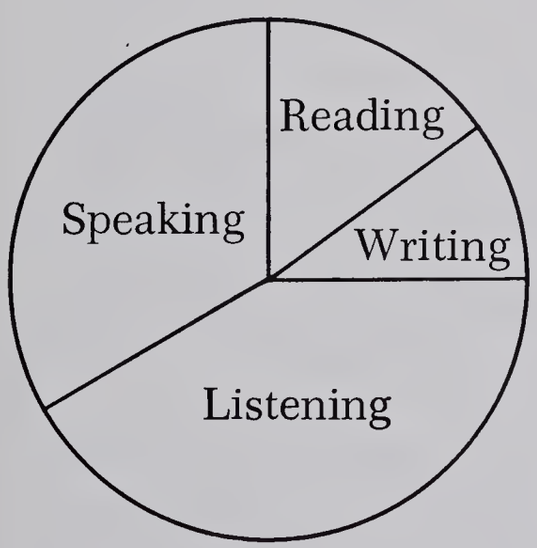
A good listener has developed these habits:	Have you developed these habits?		
	Yes	No	Partly
1. Starts to listen immediately			
2. Looks at speaker			
3. Avoids distractions			
4. Does not distract speaker			
5. Listens for a specific purpose			
6. Anticipates what speaker will say next			
7. Summarizes (in his mind) as many major ideas as possible			

The good listener is considerate and co-operative. He realizes that he must avoid distractions, and he also realizes that he must avoid distracting the speaker. The good listener must be well organized in his listening habits, or he may lose much of the message the speaker has prepared for him.

Some Facts About Listening

Language scientists, called linguists, have discovered a number of interesting things about our habits of listening. Linguists tell us that there are a number of types of listening, from listening for enjoyment to informational and critical listening — all of them important in school work.

Experiments conducted by linguists reveal that most students are only half-listeners. In fact, most students listen only twenty-five per cent as well as they should. This fact is indeed alarming when we consider that nearly half the school day is spent in listening.



Amount of Time Spent in Language Communication Skills

Remember that listening is not merely hearing. Remember, too, that good listening skills do not come automatically, but they can improve through practice. Resolve to become a better listener. Start now by doing the exercises which follow. Many of the exercises require you to close your text and listen while the teacher or someone the teacher appoints reads certain materials.

EXERCISE I: Listen for Main Ideas and Supporting Details

Listening for main ideas and supporting details is the most important listening skill you should practise this year. Listening for ideas and details will help you in all school subjects, whether social studies, science, or literature.

Review and discuss in class the items listed in the listening check list you studied earlier in this chapter. Then close this language textbook as your teacher reads the two paragraphs, below, to you. After each paragraph is read, write its main idea. Then try to jot down as many supporting details as you can remember. Perhaps you may read your ideas and details to the class. Listen as other students read theirs. Then read the paragraph to see if you have left out any supporting details.

A.

For the beaver skins that the Indians brought to barter a standard price was set. The Indian Chief knew he would get half a pound of gunpowder for one skin. Also for one skin he would receive four pounds of shot. Beads were a little more expensive. For one skin the Chief could get only half a pound of the bright little beads. If he wanted a hatchet, — and what Indian could resist one — all the Chief had to do was offer a beaver and he would be given a big hatchet plus a small one for good measure. Of course, the Indians bought hatchets by the dozen, and that took many skins. Lumped together, eight hunting knives and eight jack-knives cost one skin. That was considered a good bargain.

MacVicar and Craig, *Tales and Trails of Western Canada* (adapted)

B.

eye, shows as a disk about the same size as the disk of the full moon.

From *The Book of Popular Science* (adapted)

To the astronomer, as to the layman, the most important fact about the sun — the center of the solar system — is that it is so close to the earth. It is a mere 93,000,000 miles or so away — a trifling distance, when we bear in mind that the next nearest star is 4.3 light-years or almost 26,000,000,000,000 (trillion) miles distant. When we examine any other star but the sun, with the unaided eye, or for that matter with the most powerful telescope, it appears as a mere pinpoint of light. But the sun, even to the unaided

EXERCISE II: Listen for Specific Details

1. Listen to a newscast on your school radio. At the end of the newscast try to remember all the countries mentioned in the news report. List these countries and write an important fact about each of them as reported in your newscast.

2. Hold a contest to see how well you listen to specific details. Have every member in your class stand up and give his middle name. (If a class member does not have a middle name, let him select one he would like to use.) See how many names each member of the class can recall.

EXERCISE III: Listen to Instructions

Listening to and following instructions is a very important skill you should improve. Several students who live farthest from your school could give specific instructions on the shortest routes from school to their homes. The students should make special references to any parks, stores, or special points of interest on their routes.

Listen carefully to the instructions each student will give you. Then write the instructions as you heard them. Read your written instructions and discuss them in class.

EXERCISE IV: Listen to Follow Instructions

Following instructions and directions is important in school and at home. When the directions are in print, we

have the opportunity to check and re-check them. Very often, however, as in many lessons in school, the instructions are given orally.

Close your language textbook and listen carefully as your teacher reads six sets of instructions to you. *She will read them only once.* After you have written your responses to these instructions in your language notebook, open your language textbook and read the instructions. Which is easier — following written or oral instructions?

1. If yellow and green are colors, write the word "mix" opposite no. 1 in your notebook.
2. If winter comes in July in Canada, write the word "sparrow" opposite no. 2 in your notebook.
3. If lakes contain water, print the word "smoke" twice on the third line of your notebook.
4. If Vancouver is on the east coast of Canada, print "B.C." opposite number four on your notebook page.
5. If three times five is equal to one-half of thirty, write the word "surprise" on line 5.
6. If there are more than thirty days in this month, write the sum of 6 and 5 opposite number 6.

EXERCISE V: Listen to Develop a Set of Related Ideas

Developing a class story from a main statement or topic sentence requires careful listening and sentence planning. Your teacher will select and read a topic sentence listed below and ask someone in class to add the second sentence. Everyone must listen very carefully and be prepared to add the third, fourth, and succeeding sentences if his name is called.

Topic Sentences

1. Listening is a very important skill.

2. Our summer vacation should be at least three months long.
3. Television programs can be improved.

EXERCISE VI: Listen to Develop Sentence Sense

You can improve your ability to write complete sentences by saying your sentences softly to yourself and listening to the pattern of each sentence. Very often when you speak a complete simple sentence there is a slight drop in tone at the end of the sentence.

1. Three rivers flow through the province.
2. Paul and Paula attend Blueview School.

With your textbook closed, listen as your teacher or a classmate reads aloud the six statements below. List the numbers of the statements that are complete.

1. Cartier spoke in soft tones to the Indians. . . .
2. Between the Gaspé Peninsula and the mighty river. . . .
3. During the very early spring and even in the fall. . . .
4. With guns blazing, the infantry attacked. . . .
5. With the coming of the missionaries to Canada. . . .
6. We are quite certain that Mars does not have life on its surface. . . .

EXERCISE VII: Listen to Improve Vocabulary

1. Add at least one new word to your vocabulary each day. The best way to improve your vocabulary is to listen carefully and to read widely. In reading, you can learn the meanings of many new words through context; that is,

through paying close attention to the words and sentences before and after the new word.

Listening, too, will improve your vocabulary. Listen as your teacher reads the three paragraphs below. In the first sentence of each paragraph you will hear a new word. Listen to the sentences and ideas that follow the new word to help you discover its meaning. Your teacher will pause between paragraphs so that you can discuss your meaning of the new word with other class members.

A.

Nothing is as helpless as a fuzzy little cygnet. Its long curved neck, somewhat out of proportion to the rest of its body, makes it difficult for this little creature to maintain its balance for the first few days after it is hatched. Without the mother swan's protection, this infant would soon become the victim of the mink or of other animals of prey.

B.

The Indians called it ruhaboo, and everyone in the family or tribe enjoyed it. The children, particularly, loved the thin, tender strips of moose or buffalo tongue which floated on its surface. The toothless old men drank it and dipped into it again and again in the hope of getting a tender potato or wild onion in its juicy broth.

C.

Many writers use pseudonyms. One of the most famous of these writers was William Sydney Porter. Just why Porter used a pseudonym is not known. Was it because many of his short stories were written from a jail cell and Porter did not want the world to know who wrote them?

2. Write a paragraph similar to one of the paragraphs in Exercise VII, 1. Use a new word which you have dis-

covered and which interests you. Read your paragraph to the class and have class members try to learn its meaning.

EXERCISE VIII: Use What You Have Learned

Develop the sentence below into a written paragraph of approximately seventy-five words. Use the ideas you studied in this chapter to help you.

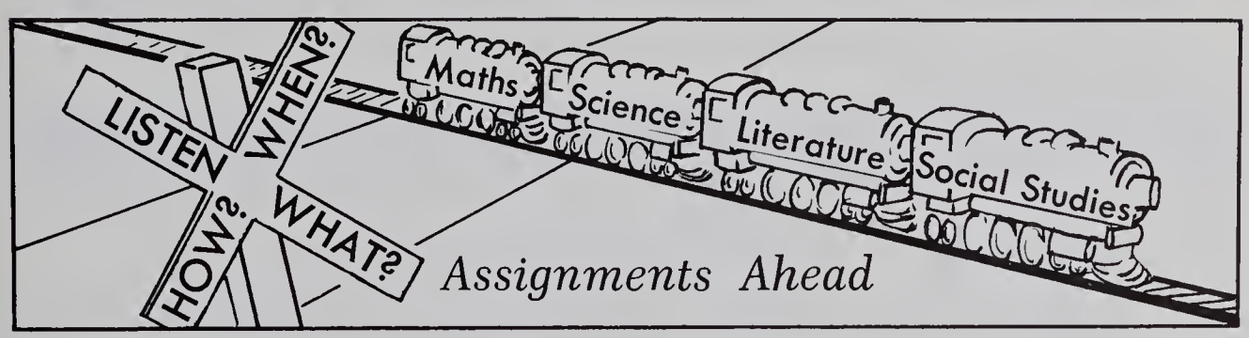
This year I will become a better listener.

A Listening Dividend

Cash in on improved listening habits. Better listening will almost certainly mean higher school marks. Here's one way of improving those marks through sharper listening: listen to assignments.

Assignments are an important part of the school program. Because you may be doing more assigned work this year than you have done in previous years, it is important to keep in mind these hints about listening to assignments.

1. Listen to hear WHAT you are to do.
2. Listen to hear HOW you are to do it.
3. Listen to hear WHEN you are to complete it.



Listen for WHAT you are to do, HOW you are to do it, and WHEN you are to do it.

Of course you will jot down some notes on the assignment right after it has been given. You should also ask questions, but not before the instructions for the assignment have been given. Resolve to earn your listening dividends this year.

CHAPTER IV

At Ease with Reading

THINKING ABOUT LANGUAGE

Mark Twain's story, *Huckleberry Finn,* describes the adventures of a boy and a runaway slave on the Mississippi River. At one point in the story, as they drift on their raft, Huck tells about reading to Jim from books which they took from a steamboat stuck on a rock.

I read considerable to Jim about kings, and dukes, and earls, and such, and how gaudy they dressed, and how much style they put on, and called each other your majesty, and your grace, and your lordship, and so on, 'stead of mister; and Jim's eyes bugged out, and he was interested. He says:

"I didn't know dey was so many un um. I hain't hearn 'bout none un um, skasely, but ole King Sollermun, onless you counts dem kings dat's in a pack er k'yards. How much do a king git?"

"Get?" I says; "why, they get a thousand dollars a month if they want it; they can have just as much as they want; everything belongs to them."

"*Ain't* dat gay? En what dey got to do, Huck?"

"*They* don't do nothing! Why, how you talk! They just set around."

"No— is dat so?"

"Of course it is. They just set around. Except maybe when there's a war; then they go to the war. But other times they just lazy around; or go hawking — just hawking and sp — Sh! — d'you hear a noise?"

We skipped out and looked; but it warn't nothing but the flutter of a steamboat's wheel, away down coming around the point; so we come back.

"Yes," says I, "and other times, when things is dull, they fuss with the parlyment; and if everybody don't go just so he whacks their heads off."

Mark Twain, *Huckleberry Finn*

STOP and Think

1. What topic or subject is Huck telling about in the selection?
2. What effect did Huck's reading about kings and nobles have on Jim?
3. What does the kind of English they use in their conversation tell you about Huck and Jim? Would it have made any difference to the story if Jim's statement *Ain't dat gay? En what dey got to do, Huck?* had been written *Isn't that wonderful? And what have they to do, Huck?* Give a reason for your answer.
4. Whose knowledge of kings and nobles is more correct, Jim's or Huck's? Why do you think this is so? What does your answer tell you about the value of reading?

Listening for Ideas

"How sweet the moonlight sleeps upon this bank!
Here will we sit and let the sounds of music
Creep in our ears. Soft stillness and the night
Become the touches of sweet harmony."

So spoke Shakespeare in the days of Good Queen Bess. And Elizabethan England listened in delight, for such words are meant to be heard. The long vowel sounds of *sweet*, *sleeps*, and *creep*, and the gentle whisper of the *s* in so many of the words are pleasing to the ear. These pleasant sounds are lost when the lines are read silently.

Of course, just as you do, Shakespeare's audience listened for ideas as well as for pleasant sounds. Indeed, sixteenth-century England, although it lacked radios, juke boxes, and P. A. systems, was almost all ears.

Reading for Ideas

At the same time that Shakespeare had England by the ear, Francis Bacon wrote, urging people to read. You may not have heard of Francis Bacon; but his ideas, like Shakespeare's plays, are very much alive in our world. Consider what he had to say about the value of reading:

> Reading maketh a full man; conference a ready man; writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not.

Perhaps you think Bacon's English sounds strange. It sounds different from your English because Bacon wrote it 300 years ago, and you know that a living language is always changing. However, with a little help you can understand what Bacon wrote.

When you have eaten you are full of food. What would you expect to be full of after you have been reading? If you



"What do you mean 'What am I doing,' Mom? I'm reading a tough assignment that requires real concentration."

substitute the word *discussion* for *conference*, you will know that discussion makes a person a ready speaker. Bacon also says that if you do not have practice in discussion, you need skill in thinking quickly. If you don't read much, sometimes you have to pretend to know more than you do. You may recall a test for which you did not study enough and you padded your answer, hoping to fool your teacher.

In a nutshell, Bacon has written something which is just as true in the days of the space race as it was in the days of piracy on the high seas: reading is a basic way of acquiring knowledge and is the road to a well-stocked mind.

Reading Isn't Looking at Words: Have a Purpose

Of course, you could be a bookworm and still not know what you want to know or need to know. Here is a little story which illustrates this point for you.

> The librarian in a large city tells of a man who came to the library each day, selected three books, read them, and returned them the next day when he came to choose three more. The librarian, a lover of books, was curious to know just how the books were being read. One day he handed the man a telephone directory. The next day the man returned it. The librarian stopped him with a question. "Did you read it?"
>
> "Oh, yes," he replied.
>
> "Did you enjoy it?" asked the librarian.
>
> The man's face was alight with enthusiasm. "Yes, yes!" he cried. "Not much plot, but — oh, boy, what a lot of characters!"

You will see that this sort of reading was hardly what Bacon had in mind. To know how to read is only the beginning. To know why one is reading is equally important. You must have a purpose clearly in mind when you read. Your purpose may be to find information; it may be to find opinions; it may be simply to enjoy yourself.

EXERCISE I: Determine the Purpose of What You Read

As you need to have a purpose in mind when you read, so you need to be aware of the writer's purpose in what you read. Although a writer may have a number of purposes in writing, one purpose will usually stand out.



Make me see	Make me laugh	Make me know
Make me think	Make me agree	Make me want

Read the selections that follow and name the writer's main purpose in each selection.

On the doors, in the cartoon above, are six statements, each identifying a different purpose. Copy these statements in a column in your notebook. After reading each selection, write its identifying letter opposite the statement which best describes the writer's main purpose in the selection.

A. Among unusual creations of the tide, perhaps the best known are the bores. The world possesses half a dozen or more famous ones. A bore is created when a great part of the flood tide enters a river as a single wave, or at most two or three waves, with a steep and high front. The conditions that produce bores are several: there must be a considerable range of tide, combined with sand bars or other obstructions in the mouth of the river, so that the tide is hindered and held back, until it finally gathers itself together and rushes through. The Amazon is remarkable for the distance its bore travels upstream — some 200 miles — with the result that the bores of as many as 5 flood tides may actually be moving up the river at one time.

Rachel Carson, *The Sea Around Us*

B. It was Miss Murdstone who was arrived, and a gloomy-looking lady she was; dark, like her brother, whom she greatly resembled in face and voice; and with very heavy eyebrows, nearly meeting over her large nose, as if, being disabled by the wrongs of her sex from wearing whiskers, she had carried them to that account. She brought with her two uncompromising hard black boxes, with her initials on the lids in hard brass nails. When she paid the coachman she took her money out of a hard steel purse, and she kept the purse in a very jail of a bag which hung upon her arm by a heavy chain, and shut up like a bite. I had never, at that time, seen such a metallic lady altogether as Miss Murdstone was.

Charles Dickens, *David Copperfield*

C. The real menace in dealing with a five-year-old is that in no time at all you begin to sound like a five-year-old. Let's say you hear a loud, horrifying crash from the bedroom, so you shout up:

"In heaven's name, what was that?"
"What?"
"That awful noise."
"What noise?"
"You didn't hear that noise?"
"No. Did you?"
"Of course I did — I just told you."
"What did it sound like?"
"Never mind what it sounded like. Just stop it."
"Stop what?"
"Whatever you're doing."
"I'm not doing anything."
"Stop it anyway!"
"I'm brushing my teeth. Shall I stop that?"

Jean Kerr, *Please Don't Eat the Daisies*

D. The cricket is an insect ventriloquist. When he presses his wings against his sides, he fools you. You think he is over *here*. Then you listen again, and you think he is over *there*. To catch him, you must be more on the jump than he is!

The cricket is a weatherman, too. If you listen to his chirping, you can tell how cold it is. As the weather gets cooler, his chirp becomes lower and lower and slower

and slower. A scientist worked out this rule: count the number of chirps in 15 seconds, and add 40. The answer you will get will be the temperature.

"Chirpers", from *Reader's Digest Reading Skill Builder, Part 3*

E. Then the window broke, and Joe and the pillow tumbled off the table before the howling inrush of the storm. The stones clattered on the floor and bounded up to the ceiling, lit on the stove and threw out sizzling steam. The wind whisked pots and kettles off their hooks, tugged at and whirled the sodden curtains, crashed down a shelf of lamps and crockery. John pushed Martha and Joe into the next room and shut the door. There they found Annabelle huddled at the foot of the stairs, round-eyed, biting her nails in terror. The window she had been holding was broken too; and she had run away without closing the bedroom door, leaving a wild tide of wind upstairs to rage unchecked. It was rocking the whole house, straining at the walls. Martha ran up to close the door, and came down whimpering.

Sinclair Ross, *A Field of Wheat*

F. On Hearing French Children Speak French

Children — a well-known circumstance —
Speak French extremely well in France;
Their accent, to the wondering ear,
Is perfect, and their diction clear.

But when I watch them at their play,
They might be kids in Deal, N.J.
Like girls and boys one sees about
At home, they tumble, run, and shout;
Like others of their age and ilk,
They dote on sweets, they thrive on milk;
They are, their mothers sadly sigh,
With strangers always very shy.
Petits bébés, as here they're styled,
Cry very like my neighbor's child.

I, noting thus what's said and done,
Judge the world is, or should be, one;
It is the planet's blackest blot
That it should be — and that it's not.

Irwin Edman

G. We shall not flag or fail. We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air. We shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing-grounds. We shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender; and even if, which I do not for a moment believe, this island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

Winston Churchill, Speech in the House of Commons, June 4, 1940.

H. Are you bothered by lack of privacy? Do other members of your family listen to your telephone conversations? We have a solution to your problem.

Be the first to own a PERSOPHONE, designed for the young person who wants to be in the lead. This space-age marvel can be simply attached to existing telephone connections in a matter of minutes. A flick of the security switch cuts off the master receiver, ensuring privacy and peace of mind for you and yours.

The PERSOPHONE comes in nineteen exciting colors such as ranger-jean blue, eyelid purple, bloodshot red, rock-and-roll green, and motorcycle black.

For further details, write to your nearest Northern Lights Distribution System dealer.

BE THE FIRST TO OWN A PERSOPHONE

EXERCISE II: Know What You Read

Here are a number of questions based on the selections you have just read on pages 50-53. Discuss them with your teacher and your classmates.

1. What is selection A about?
2. Although selection B describes a person so that the reader can see her, would you say that the selection serves any

other purposes? What other *two* purposes can you find in it? Give reasons for your answers. Why does the writer of selection B make his paragraph serve these two additional purposes?

3. Why is selection C entertaining?
4. Both paragraphs in selection D are about the cricket. Why does the writer use two paragraphs rather than one?
5. In selection E, the writer makes us see the effects of a hailstorm. He also creates a mood or feeling in the reader. What is the mood? How does he create it?
6. What example did the author use in selection F to show that people are much alike no matter what country they belong to? Why did the author want to make this thought clear to the reader?
7. Why did the author use poetry rather than prose in selection F?
8. Give two reasons why you think Churchill's words in selection G would accomplish their purpose.

EXERCISE III: Use What You Know About Reading

Now that you have discussed some questions dealing with purpose in reading, you should be ready to write answers to the following questions based on the selections on pages 50-53. Be sure that you write your answers in complete sentences.

1. In one sentence, tell what is the most important idea you discovered in selection A. Explain how reading with a purpose helps you to answer this question.
2. The topic sentence of selection A is "Among unusual creations of the tide, perhaps the best known are the bores." From the three reasons given below, select the one which best explains why this is a good topic sentence.

(a) It is a short sentence.

(b) It gives the main idea but does not include any supporting ideas.

(c) It contains only one idea.

3. What example does the writer of selection A use as a conclusion? Why does the use of an example make a good conclusion to this paragraph?

4. Here is a list of the ideas contained in selection A:
 General definition of bores
 Conditions required to produce bores
 Number of famous bores
 Example of a bore
 Detailed definition of a bore

 Number the ideas in the list to correspond with the order in which the ideas appear in the paragraph. Why is the author's order a better one than that in the list?

5. In selection B, the author uses the word *metallic* to describe Miss Murdstone. What quality of Miss Murdstone is summarized by this word? Why is the word *metallic* a good one to use in the conclusion?

6. Why does the author of selection D use the word *too* in the first sentence of paragraph two?

7. Quote three words from selection E which help to create the feeling or mood.

8. Which of the following statements best expresses the main idea of selection F? Give a reason for your choice.

 (a) If the children of the world are much alike, the adults must be alike, too.

 (b) Since people are much alike all over the world, it is our greatest shame that we don't all get along well together.

 (c) French children and American children are much alike.

9. For selection G, state in your own words in one sentence what Churchill wished to persuade people to do.
10. What two details of the advertisement influenced you most to want to own a PERSOPHONE?

Know the Purpose: A Key to Reading and Writing

When you have completed the exercises in this chapter, you will realize that just as the reader reads with a purpose, so does the writer write with a purpose. However, you will also have noticed that, just as the machine age overlaps the space age in history, so do purposes overlap in writing. A writer who likes to entertain the reader, as Jean Kerr does in selection C, is also asking him to think about the behavior of small boys. Sinclair Ross, in selection E, in making the reader see, also wants to arouse feeling, and so creates a mood. But one primary purpose will stand out in a piece of writing, and careful reading will reveal it. The author, to write effectively, must have his purpose clearly in mind.

The reader, to read effectively, must also have his chief purpose clearly in mind, whether it is to gather information, to understand an idea, to see a picture, or to enjoy himself. You, as the reader, must establish your own primary purpose.

Remember:

KNOW YOUR PURPOSE IN READING.

FIND THE AUTHOR'S PURPOSE IN WRITING.

These two rules will help you with your reading and writing throughout this language program and in any situation which requires reading and writing.

CHAPTER V

The Roots of Writing

THINKING ABOUT LANGUAGE

A. Imagine that you are sitting in a classroom, listening to a discussion on the Royal Canadian Mounted Police. The statements made in that discussion, which is recorded below, are numbered so that it will be easy to refer to them later.

Teacher: (1) Why do you think the Royal Canadian Mounted Police were formed?

John: (2) To bring law to the West.

Joyce: (3) It looked like the Indians on the prairies were going to start trouble.

Teacher: (4) Why would they want to start trouble at this time especially?

Bruce: (5) White people were taking their land.
(6) In the United States the Indians were having to fight for their rights.

Laurie: (7) This was the time of the fight between Custer and Sitting Bull. (8) The Canadian government was scared that some of those Indians would come to this country.

Bill: (9) Why would they be afraid of them?

Teacher: (10) Canada had not had the same kind of problems with her Indians. Fighting had been generally avoided.

(11) The Indians from across the border might have talked their northern friends into fighting as well.

Joanne: (12) In a book I read last week it said that Sitting Bull did escape to Canada for a few years.

Teacher: (13) What other kinds of trouble were there?

Joyce: (14) The traders were cheating the Indians by giving them whiskey for their furs.

Wayne: (15) Yeah, it was at Whoop-up.

Bill: (16) What's Whoop-up?

Teacher: (17) It was a trading post near the southern border and was known as a center for whiskey traders. (18) Now, where did the police force come from?

Laurie: (19) It was formed near Winnipeg in 1774.

Teacher: (20) Are you sure it was 1774?

Laurie: (21) No, no, it was 1874.

Teacher: (22) Not much was known about Western Canada in 1774. Bruce?

Bruce: (23) The police set up two forts, one in Edmonton and one in Fort Macleod. (24) Colonel Macleod was the commander of the Calgary fort.

B. Now read a paragraph written on the same subject.

The Mounties Come West

In 1874, the first detachment of the newly formed Royal Canadian Mounted Police, or North West Mounted Police as they were then called, set out from near Winnipeg to bring law and order to the West. With 300 scarlet-coated men, nearly 200 supply wagons, 100 Red River

carts, as many cattle, with teamsters and guides, the expedition, under Lieutenant-Colonel French, trailed across the prairie toward the Rockies. Near the Manitoba boundary, part of the force, under Inspector Jarvis, left the main expedition and began the 900-mile journey to Edmonton. They would establish a fort there. The rest of the force headed due west and reached Southern Alberta by mid-September. At what is now Fort Macleod, French left Lieutenant-Colonel Macleod, with 150 men, to establish a fort. There, before the erection of the fort had properly started, the work of the Mounted Police had begun.

STOP and Think

1. Passage A is a record of a discussion. Since it has had to be written down, it is not exactly like speech. Missing are important parts of speaking, such as pronunciation, the tone and loudness of voice, and the pauses between words. On the other hand, certain things have had to be added.

 (a) List the main things that have had to be added to change speech into writing. Sentences (6) and (7) of the discussion are written below in a different form to give you some hints about the answer:

 > this was the time of the fite between custer and sitting bull the canadian government was skared that some of those indians would come to this country.

 (b) Are the things that have been added to speech to change it to writing important? Why?

2. (a) Many of the same ideas are found in both the discussion and the written paragraph. If you left out all the questions in the discussion and put together all the statements in the order in which they appear, would you have a good paragraph? Why or why not?

(b) What would you say is the main difference between the order — the organization — of the statements in A and B? Does this suggest another difference which is usually found between speech and writing? What is the difference?

(c) What does Bill do in statement (16) which he could not do as easily if he were writing a paragraph on the Mounted Police instead of discussing them?

(d) What does Laurie do in statement (21) which she could not do as easily if she had handed in a written paragraph on the Mounties?

3. In complete sentences write three differences between speech and writing.

WRITING: FIRST COUSIN TO SPEAKING, LISTENING, AND READING

Speech and Writing

Both speech and writing are means of expressing thought and feeling. This is the most important way in which they are similar. Both speech and writing use words and sentences; both require an organization of ideas, although in speaking there is usually less time to organize as carefully.



"There's nothing wrong with your son's composition, Madam, except lack of ideas and ignorance of the language."

However, there are also differences between the two. You hear the words in speech; in writing you have to use printed symbols in place of words. Furthermore, you have to make sure of your spelling so that others can recognize the words you are referring to. In speech you use various tones of the voice, as well as pauses, to mark off sentences and to show the kinds of sentences they are. In writing you have to use punctuation for the same purpose.

An Important Difference: Writing Lasts

There is one very important difference between speech and writing. It is that writing lasts; that is, writing is permanent. A person's spoken words (unless they are recorded), and thus his spoken ideas, are usually soon forgotten. If someone argues with you, it is unlikely that you will remember, a week later, the points that he made. However, if he writes his argument out, you can always return to his writing to check what he said.

This difference is recognized in many ways. A company president frequently asks for a written report on some problem in his business, rather than a spoken one, so that he can return to it and study it carefully. If you place an order over the phone, the person you are speaking to usually writes down what you want. Certainly, in school, you note down many things which are said in class so that you can refer to them later and study them more carefully when you have time.

A Lasting Impression Should Be a Good One

Because writing lasts, there are two important things to remember about the writing that you do. The first one can be put this way: Earlier in this book you were told that, in speaking, when you open your mouth, you show your mind to the public. If opening your mouth to speak is like letting people have a look at your mind, writing is like letting them take a photograph of your ability to think.

The point is that anything you write for someone else to read should be done with care. Once you have handed in your written work for someone else to read, you cannot correct easily any errors you have made or clear up something that you did not express clearly in the first place. Whether the writing is a letter to a friend, an application for a job, a plan for a club, or a paragraph in school, you cannot change it. All the thinking, organization, sentence structure, spelling, and punctuation have to be considered carefully before you place your writing in someone else's hands. Your written work is evidence of your ability to think and of your pride in that ability.

The second point to remember is that nearly always in writing you have more time and a better chance to rework your ideas and to present them accurately than you have in speaking. You have more time to think, to plan, to change, to correct, and to check. You have a better chance to express your ideas well. If more is expected of you in writing, you can also give more.

Of course, some kinds of speaking come close to the same situation. A talk before your classmates may require the same kind of preparation. However, even then you would normally first jot down your ideas, try an order for your statements on paper, and perhaps reshuffle them, before giving your talk. For most people, especially when they are learning to improve their method of expression, it is easier to work with ideas on paper.

Write to Think

Although writing is not used as frequently as speaking, it is important. In addition to its use in the working world in such forms as letters and reports, it is important in school as a means of learning. Not only does the writing you do serve the purpose of recording what you have learned, it shows the way in which you have learned and how you have thought about what you have learned.

When you write a sentence, you have to think about the right words and the right order of words to express exactly the meaning you want. When you write a paragraph, you have to consider the best opening statement, and you need to choose the best order for the supporting sentences. Of course, you do the same thing in speech. However, when you speak, you usually have to do your thinking quickly. There is not the opportunity to "look" back.

One boy called writing "thinking in slow motion". In a special way he was right, because writing puts your ideas before your eyes and gives you time to think about them carefully. The serious practice of writing not only reflects your thinking, it is one way of learning how to think more effectively.

Why Write? Some Purposes for Writing

In school you write for a number of purposes. First, as you saw earlier in this chapter, certain kinds of writing are necessary in your studies. Second, you practise writing to develop and improve certain language skills which will be useful after you finish school as well as during your years in school. Third, writing practice is one means of learning how to organize your ideas and to present them more effectively. It is a means of improving your ability to think. Fourth, you do still other kinds of writing because of the human desire to express yourself, because you want to say something that is important and interesting to you, and that may be important and interesting to others.

Writing Is Not an Orphan: Using All the Language Skills to Write

In the previous chapters, you have looked at language, at the four major skills of language, and have seen some ways in which these skills work together. Now, you will look at how reading, speaking, and listening work together when you practise writing which gives information.

Good writing does not exist by itself: it depends on speaking, listening, reading — and thinking. In this chapter you will see how all these work together. In order to see them working together, you have to imagine that all the exercises in this chapter show part of the work of an imaginary class which is going to write a paragraph on a certain topic. Imagine that you are a member of that class. You will see in "slow motion" how all the language skills must work together in the practice of writing.

EXERCISE I: You Bring Ideas from Reading

The passages that follow represent the information which the students in the class had read on the topic. Read the passages, then answer the questions that follow.

A. The dugout canoe, hollowed from a log by fire and stone adzes, was used by most tribes south of the St. Lawrence. More ingenious and practical was the portable bark-covered canoe, widespread in the Woodlands region. Birch, spruce, or elm bark, and occasionally moose hide, covered a light cedar frame. Somewhat fragile, the craft was so light that one man could easily carry it across even a long portage. Early explorers adopted the birchbark canoe and with it penetrated to distant parts of the country.

Matthew W. Stirling, *Indians of the Americas*

B. Summer travel, when not on foot, was by canoe. Spruce bark was the usual material, for birch trees in the northwest seldom grow large enough for canoe making. Some canoes consisted of a wooden framework covered with skins, not unlike the Eskimo umiak. These were used for bringing loads of furs out of the woods and, when the Indians reached their destination, they took the skins off the framework to be used again, but left the wooden frames lying on the beach. They sometimes do the same thing today, using sheets of canvas instead of the skins. The Kutchin used some birchbark canoes, for the birch trees grow in their part of the country, and their canoes were smaller and narrower.

Douglas Leechman, *Native Tribes of Canada*

C. Canoes greatly lightened the burden of summer transportation in all regions except the prairies and certain parts of the Arctic and sub-Arctic. There were two main types, a dugout and a canoe covered with bark or skin. The dugout prevailed all along the Pacific coast, but elsewhere in Canada only among some Iroquoian tribes, whose territory, being near the southern limit of the birch, seldom provided satisfactory material for a bark-covered canoe. The Iroquoian dugouts were such miserable little vessels, so heavy and so ill-adapted for portaging, that these tribes frequently purchased birch-bark canoes from their Algonkian neighbors, or constructed canoes of elm bark after the same pattern.

Diamond Jenness, *Indians of Canada* (adapted)

D. The birchbark canoe was as necessary to the Woodlands Indian as the automobile is to us today. The nomadic Algonquin tribes of the northeast continually transported themselves and their equipment by this means. These wandering groups, seeking food, established themselves at different places as the seasons varied.

Matthew W. Stirling, *Indians of the Americas*

E. Their Cannoes are 24 feet Long 4 feet 8 inches Broad and 1 foot 8 inches deep, and are paddl'd by 4 Men, — the Pataroon or Steersman of each Cannoe has 50£ P^{r} annom, the foresman £ 40 and the rest of the Crew 20 and 25 £ according to their goodness. 2 Men in Each Cannoe has £ 5 P^{r} An^{m} extraordinary for carreying And mending it on all accations. By the Masters account, when they Embark at the grand Portage 65 or 70 Packs and Caggs, called by them Pieces, are Put on board each Canoe, with Provisions for 10 weeks at least, which according to the weight of their Packs &c as also the Mens lumber, Each Cannoe Carries upwards of 2 Tons.

Samuel Hearne, *Journey from Prince of Wales Fort in Hudson Bay to the Northern Ocean 1769-1772* (edited by J. B. Tyrrell)

F. The extreme lightness of the birch-bark canoe more than compensated for its frailty, for one man could carry it on his shoulders over several miles of portage.

> Although cranky, and easily capsized, it handled skilfully, it answered the slightest pressure from the paddle, thus allowing instant changes of direction when running rapids. Moreover, even a seriously damaged canoe could be repaired within a few hours with no more materials than a strip or two of birch-bark, a few threads of spruce root to sew them on, and a little spruce gum to cover the seams. The birch-bark canoe was, therefore, an admirable craft for regions abounding in lakes and rivers that were separated only by low watersheds. It was immediately adopted by the early fur traders, and played a most important part in the exploration and opening up of the Dominion. For almost a century it carried European trade goods from the Atlantic Ocean and Hudson Bay to the Arctic, across prairies to the Rocky Mountains, and through the mountains to the plateau region of British Columbia.
>
> Diamond Jenness, *Indians of Canada*

1. With what general subject do all the passages deal?
2. What is the main purpose of all the passages? Is it to entertain, to inform, to convince, to impress, or to arouse to action?
3. You have learned that, in reading, each paragraph has a main or central idea. State the main idea of each passage, above. Use a complete sentence for each statement. Try to be exact.
4. Write the meanings of the words listed below. The passage from which each word is taken is indicated. First, write the meaning as you understand it from the context of the passage. Also use your knowledge of roots, prefixes, and suffixes. Then check this meaning by using a dictionary.
 A. adze, ingenious
 B. umiak
 C. prevailed, vessels
 D. nomadic
 E. compensated, frailty, capsized

5. The language in passage E may seem a little strange to you; however, it should not give you any real trouble. It is part of the journal or diary kept by Samuel Hearne, an employee of the Hudson's Bay Company, in 1774. He was also a famous Canadian explorer. The sign £ stands for *pound*, a British unit of money now worth about three dollars. Hearne is writing about the canoes used by traders to carry furs to Eastern Canada.

 (a) What words does Hearne spell differently than we do? What may be the reasons for these differences?

 (b) His terms P^r *annom* and P^r An^m have the same meaning. What is this meaning?

 (c) Hearne uses the words *goodness* and *extraordinary* in a different meaning than we do. What word would we substitute for each of these words to give the meaning he intended?

EXERCISE II: Organizing Your Ideas from Reading

The passages in Exercise I provide some different kinds of information about canoes. However, as this information stands, it needs to be thought about, sorted out, and organized.

One way of organizing the information is to ask yourself some general questions about the topic (in this case, about canoes) which the information you have read will answer. For example, one question which the information in the passages answers is: What different types of canoes did the Indians build?

Write at least three other general questions about canoes for which you can get answers from the information in the passages.

Writing Depends Upon Ideas from Reading

In order to write anything, you must have information and ideas. Reading is one source of ideas. However, to use

these ideas effectively, you have to select and organize them to fit your topic and purpose. Reading helps writing in another way also: by looking closely at good examples of other people's writing, you can improve your own writing.

Speaking and Listening Also Contribute to Writing

Speaking and listening, as well as reading, provide ideas for writing. They help in other ways as well. Discussion, whether with a friend or in class, can help make the topic, your ideas, and their organization for writing clearer. Asking questions and knowing what questions to ask helps also.

EXERCISE III: You Bring Ideas from Speaking and Listening

Listen in to a discussion in the imaginary classroom to see how speaking and listening might help writing. The statements are numbered so that it will be easy to refer to them later.

Teacher: (1) Why would some Indians make their canoes out of birch-bark?

Joyce: (2) Because it was the best material they had. (3) It was light and strong. (4) I read that they built the canoes in the summer because that was the time the bark came easily off the tree.

Teacher: (5) What difference would the invention of the canoe make to the life of the Indians?

John: (6) They could travel from place to place more easily.

Bill: (7) What was wrong with using horses?

Laurie: (8) They did not have horses then. (9) Canoes would make it easier to move to a better food supply quickly and to take their belongings with them.

Joanne: (10) They could trade with other Indians farther away.

John: (11) When the white men came, the Indians could transport their furs to the trading posts and get guns, knives, and other things. (12) After the traders built forts in the West, they used fleets of canoes to move the furs to the East for shipment to Europe. (13) They had regular routes which they followed. (14) Explorers used the canoe, also, to find out what Western Canada was like.

1. This discussion has provided some more information on canoes. Check the general questions which you wrote in Exercise II. Is there any information in the discussion which does not fit any of the questions? List the numbers of the statements, if any, which give new information. If necessary, write additional general questions for which the new information gives answers.

2. In what way did the teacher help the discussion? How did the teacher's taking part in the discussion add to the ideas the class had about canoes? How did it help in the organization of the ideas?

Writing Depends Upon Ideas from Speaking and Listening

Reading, speaking, and listening help you in writing in three ways: they give you ideas, they assist you in making ideas more clear, and they help you in organizing your ideas. Of course, the examples you have looked at don't show you exactly how reading, speaking, and listening contribute to writing. This relationship would be difficult to show in a book. The examples do, however, give you some good hints about this relationship.

As you grow older and become a better writer, less of your discussion will need to take place with other people. You will do most of your discussing inside your own mind.

You will ask questions of yourself, and recall what you have heard and read. You will think the topic through by yourself.

EXERCISE IV: Put Your Ideas in Order

Speaking, listening, and reading have provided information for writing a paragraph about the canoe. However, there is far more information than you can use in a paragraph. Further, there are various kinds of information about the canoe. You need to decide what you want to say about the canoe. In other words, you need to choose your topic and to select information that will fit that topic. This is where the questions you wrote will help. They already identify some topics.

Your questions could be like these:

A. How were Indian canoes built?

B. What were some types of canoes used by the Indians?

C. How did the canoe help the Indians?

D. How did the canoe help the fur traders?

E. How was the canoe useful in the exploration of Western Canada?

Write the letters A to E, each standing for one of the questions above, in your notebook. Opposite each letter place the number of the statement in the discussion, in Exercise III, which gives information to answer the question for which each letter stands.

In working out this exercise, you are putting your ideas in order. This you need to do, sometimes only in your head rather than on paper, in preparing for writing.

EXERCISE V: Be Positive, Change Your Question to a Statement

Each question in Exercise IV stands for a topic on which you can write about canoes. The paragraph you write will be, in a sense, an answer to the question. Before writing, however, you need to decide on a main statement or a main

idea with which to begin your answer. You need a topic sentence. Look at what can be done.

1. Suppose you chose to write on the topic suggested by Question E in Exercise IV. You could simply change the question into a statement. Then your topic sentence would be:

 A. The canoe was useful in the exploration of Western Canada.

 However, even this topic sentence could be made different in order to change your topic slightly, or simply to make the opening more interesting. Thus, you could write:

 B. Without the canoe, the early exploration of Western Canada would have been slow and difficult.

 C. Most of the early explorers of Western Canada used the canoe to open up the unknown country.

 D. Without the canoe, Alexander Mackenzie's voyage to the Pacific would have been nearly impossible.

 (a) Which topic sentence (B, C, or D) is closest to saying the same thing as sentence A? Explain why.

 (b) Which sentences suggest paragraphs which would tell mostly about the way in which the canoe was useful in exploration? What words in each sentence tell you this?

 (c) Which sentence suggests a paragraph in which the example of one man would be used to tell why the canoe was useful in exploration? What words in the sentence tell you this?

 (d) Which sentence suggests a paragraph in which several explorers would be used as examples? What words in the sentence tell you this?

2. Choose one question from Exercise IV (but not Question E) which you will use as the subject of a paragraph on the canoe. Write three different topic sentences which you could use to open a paragraph on this subject.

I Am What I Know: Experience and Writing

Of course, there are other ways of knowing besides through reading, speaking, and listening. You gain information, ideas, and understanding through your senses. You learn through experience. Thus, you may have seen a canoe, seen a canoe built, used a canoe, or paddled one in a race. Your direct experience is one of the best sources of ideas for writing. You should try to use it for writing whenever you can.

In turn, writing, as well as speaking, can help you understand your experience better. Selecting your ideas and organizing them can add to your understanding of your experience and make your ideas about the experience more clear.

EXERCISE VI: Use What You Know to Write a Paragraph

In Question 2 of Exercise V you chose one of the topics about canoes and wrote three topic sentences about it.

1. Use this topic and one of the sentences to write a paragraph on the canoe.

 (a) To develop the paragraph, use the information which you have obtained from reading, listening, speaking, and direct experience.

 (b) Think about the information which you will include in your paragraph.

 (c) Decide on the order in which you will write your statements.

 (d) Do not use any statements about canoes exactly as they are used in the exercises in this chapter. Use your own language.

 (e) You should not need to go back to the passages and discussion to check information. By this time that information should be in your own mind.

2. This will be your first copy of the paragraph. Therefore,

write only on every second line of your paper. You will revise the paragraph later.

EXERCISE VII: Your Thinking Is Showing; Revising the Paragraph

Unless you are very lucky or very unusual, your first copy of the paragraph will need some revision. Revision is a step that usually makes writing different from speaking. You have written down your first ideas; they are now "on show". You can examine them, check them, change them, and rearrange them. You can make sure that the language you use is right for expressing your ideas.

1. Below is the first copy of a paragraph written in answer to the question, "How was the canoe useful in the exploration of Western Canada?" Read the paragraph, then answer the questions that follow it.

 (1) Without the canoe, the early exploration of Canada would have been slow and difficult. (2) Travelling on foot althogh often necesarry took much energy and time. (3) Horses, though they were faster, could not get through some of the rough places. (4) And needed food, which did not grow in some of the rockey and baren places. (5) The light canoe, however, made possible the use of natural routes of travel, the rivers, to penetrate the unknown with less difficulty. (6) The rivers in Western Canada flow mainly to the west, north and east. (7) La verendrye mackenzie thompson and fraser could not have explored the West as rapidly as they did if they had not been able to use the canoe.

 (a) Compare the topic sentence (1) with the question which states the subject of the paragraph. In what way does the topic sentence go beyond the topic? What word should be added to the topic sentence to limit the paragraph to the topic suggested by the question?

 (b) Which sentence does not belong in the paragraph? Explain why it does not belong.

(c) Which statement in the paragraph is not a complete sentence? Rewrite this statement correctly. (You may want to tie it to another sentence.)

(d) In sentences (3) and (4), the word *places* occurs where a more exact word might be used. Suggest a more exact word for each use of *places* in the two sentences.

(e) Sentences (2) and (7) are not clear because certain punctuation has been left out. Rewrite these sentences, punctuating them correctly.

(f) Sentences (2) and (4) contain misspelled words. Find these words and spell them correctly.

(g) In sentence (7), another kind of error has been made in writing four of the words. What is the error? Rewrite these four words, correcting the error.

2. Each question about the paragraph, above, gives you a clue about one thing to check for when revising a paragraph. From these clues, make a list of seven points, in complete sentences, which can be used as a guide for revising the first copy of a paragraph you have written.

3. Use this guide to revise the first copy of your paragraph on the canoe. Use the blank lines which you left between the writing to jot down your revisions.

EXERCISE VIII: Your Pride Is Showing; Writing the Final Copy

A. Now that you have revised your paragraph, you are ready to write the final copy of it for others to read. If you have done a careful job in the revision, your ideas will be clear and in a good order. Because others will read your work, you need to take care not only that your written work makes sense, but also that it is neat, pleasing to look at, and easy to read. For these reasons, you should use the following directions in preparing the final copy of anything you write.

1. Use ruled paper.
2. Leave a margin of one-and-one-half inches on the left side and one inch on the right side. (You may rule the margins lightly in pencil.)
3. Use blue or black ink only.
4. Write as neatly as you can.
5. Write your name and any other information your teacher tells you to write.
6. Choose a suitable title.

 (a) Write the title in the center, on the top line of the page.

 (b) Do not underline the title.

 (c) In the title, capitalize the first word and the last word. Capitalize, also, all other words except prepositions (words like *in* and *on*) and conjunctions (words like *and*, *but*, and *or*). If a preposition or conjunction has five or more letters, capitalize it also.

 (d) Leave one line between the title and the first line of the composition.
7. Punctuate the title correctly.

 (a) Do not put a period after the title.

 (b) Do not place quotation marks around a title unless it is a quotation (someone else's words).

 (c) Put a question mark or an exclamation mark after a title only if the title is a question or an exclamation.
8. Indent the first line of your paragraph a short space from the left-hand margin.
9. Do not use & for *and*.
10. Write your final copy in your best handwriting.

B. Using this guide, write the final copy of your paragraph on the canoe.

Pause for Thought: Two Guides You Can Use

In this chapter you have looked at a number of things about writing. You will come back to many of these later in this book.

There are two particularly helpful points in this chapter that you should remember and use in all your writing. The first is the guide for revising the first copy of your writing. The second is the guide for preparing the final copy. If you use these each time you write, then looking after these parts of your writing will become almost automatic. You will be able to concentrate more on your ideas for writing and on thinking about how to express your ideas most effectively.

EXERCISE IX: Imagination Is Important

Although much of the writing you need to do is mainly to give information clearly and correctly, you should not neglect your imagination. Even in writing to give information, the use of imagination can make what you say more interesting.

Sometimes, however, writing can be mostly imaginative. Even on the topic of the canoe you can write a paragraph using your imagination.

1. Write a paragraph on one of the following topics:

 (a) Imagine that you are a fur trader guiding a canoe through some rapids.

 (b) As a member of a fur trading party, describe the hardships of making a portage.

 (c) Write an imaginary Indian tale telling how the canoe originated.

 (d) Pretending you are Alexander Mackenzie on your way to the Pacific, write a page of a diary telling about a day's journey on the Peace River.

2. Use the guides for revising and writing the final copy to prepare your paragraph for reading.

CHAPTER VI

In Search of Ideas

THINKING ABOUT LANGUAGE

Where does a person get ideas about which to write? Read the material below, then answer the questions that follow.

1. How does it feel to be falling in an airplane out of control?
2. NEW HOURS SET FOR SCHOOL;
 8 A.M. TO 1 P.M. SAYS SCHOOL BOARD
3. FOR SALE: One motor scooter, nearly new. Low price. Write: Jones, Ward A, General Hospital.
4. Flying saucer.
5. Haste makes waste.
 Never put off until tomorrow what you can do today.

STOP and Think

1. Each numbered item above represents a source of ideas for writing. Which idea above would most probably come from (i) a newspaper headline, (ii) a

magazine article, (iii) a wise saying (proverb), (iv) conversation, (v) an advertisement?

2. Name five other sources of ideas for writing.
3. Each item also gives a subject for writing. Choose three of the subjects. For each, write the beginning sentence you would use if you were going to write a paragraph on it.

IDEAS TO WRITE ABOUT ARE ALL AROUND YOU

" 'The time has come,' the walrus said,
'To talk of many things,
Of shoes and ships and sealing-wax,
Of cabbages and kings.' "

These words, spoken by the walrus to the carpenter in Lewis Carroll's *Through the Looking Glass*, may sound like nonsense on the surface, but a little thought reveals that the walrus had a fine appreciation of the art of conversation. For conversation is not an argument or gossip. It is rather an exercise of the mind and the imagination which enlightens and pleases, even entertains, those taking part in it.



Carpenter: You're crazy!
Walrus: No, I'm not. I'm just a good conversationalist. If I could hold a pen, I'd be a good writer, too.

Your written work is very similar to conversation. And you, in your writing, have now arrived at the same point that the walrus had in the lines quoted at the beginning of this section. You are ready to write of many things.

"But," you protest, "where do I get ideas to write about? Writing might not be so bad if I knew what to write about."

Sense Your World: Use Your Senses to Become Observant

Ideas lie all around you. Many ideas reach people through their senses. Sight, hearing, touch, taste, smell — these senses are our chief contacts with the world which surrounds us, the world of people and the world of things. The person with keen senses (that is, the observant person) is intensely aware of his surroundings. Here are a number of exercises which will show you how observant you are and how to be more actively aware of your surroundings.

EXERCISE I: How Observant Are You?

1. In the form of a riddle, write a few sentences describing one of your favorite tastes — hamburger, honey, or whatever it may be. Ask the class your riddle. If they can guess the answer, your powers of observation are already well developed.

2. Make a list of what you saw on the way to school this morning. However, instead of writing the word *man* on your list, write *a fat man running for the bus*. *Man* is too general to give the reader a mental picture of what you saw. *Fat*, *running*, and *for the bus* help others to see through your eyes.

3. Describe two smells, one pleasant, the other unpleasant. Your class may make two lists of words on the blackboard, one for the pleasant description, the other for the unpleasant. Have you used such words as *lovely*, *nice*, *awful*? These are weak words: they have been used in so

many different situations, with so many shades of meaning, that their meaning is now general. Perhaps you have also used some vivid and descriptive words such as *smoky*, *sweet*, *sour*, *clean*. What is the difference between the weak words and the strong words? Use your dictionary to find more strong words to replace the weak ones.

4. Think of a noise that annoys you. Describe it, bringing out its annoying qualities.

Feeling Is Knowing, Too: Look at Your Emotions

You will notice that, particularly in Question 4 of the preceding exercise, your feelings or emotions played a part in your description. Experiences which arouse emotions are usually worth writing about. Besides, to look at your emotions objectively (that is, as if you were an outsider watching yourself) is an interesting experience in itself.

EXERCISE II: Write About Your Feelings

Do two parts of this exercise. For all the paragraphs which you write in this chapter, use the guides you learned about earlier to revise your work and to make your final copy.

1. Recall an occasion on which you became really angry. In a paragraph explain the cause of your anger, your behavior, its effect on you and on other people. Remember you will need a good general statement for a topic sentence.
2. Tell your classmates of an experience which caused you to be afraid.
3. Sometimes an experience turns out unexpectedly well and the result is a feeling of relief. Write about such an experience so that the reader would be able to share your feeling of relief.

4. Of course, any normal person is embarrassed sometimes. Write a paragraph about an embarrassing experience of your own.

Turn the Thing into an Idea: Recognize Topics for Writing

You may think that the ideas suggested in Exercises I and II provide good material for writing or speaking, but you may wonder what comes next. Go back now to the walrus and the carpenter — to shoes, for instance. Do you know anything about the history of shoes, or about the variety of shoes, or about styles in shoes? Have you had a favorite pair of shoes? Just as many questions can be asked about the other subjects the walrus thought he and the carpenter should talk about.

EXERCISE III: The Time Has Come to Write of Many Things

Choose two of the following topic sentences; then write two paragraphs, one for each topic sentence. If necessary, go to the library in order to do the research for information to use in your paragraphs. Topic sentences are provided, but take special pains to write good concluding sentences. Use the guides for revising your written work and for writing the final copy.

1. If my old rubber boots could talk, they could tell a very funny story.
2. One summer, at the lake, we had an adventure with a raft.
3. Sandals are an ancient type of footwear.
4. Making wooden shoes is an art.
5. Sealing-wax, little known today, has had several important uses.

6. The invention of the postage stamp played an important part in the history of communication.
7. I well remember my first boat ride.
8. Even if you are not a mathematical or scientific genius, you can understand the principle by which a sailboat is operated.

Relive Your Day: Keep a Journal

Still another way in which you can explore your own ideas and cultivate your powers of observation is to keep a journal. A journal has the advantage of being your own private record of something you saw, heard, or experienced. Because it is private, you, the writer, feel you can be quite frank in expressing your ideas and feelings. In being frank, or sincere, you naturally seek and often find the best words and expressions to say what you want to say.

Of course, anyone can keep a railway-timetable sort of journal. It would go like this:

7:30 a.m. Got up
7:35 a.m. Washed
7:45 a.m. Ate breakfast
8:00 a.m. Practised my music
8:30 a.m. Went to school

However, the only possible use for such a journal would be if you wanted to keep a kind of ship's log of how you spend (or waste) your time.

Explore Your Experience: Observe the Details

To be worth recording in a journal, an experience must be worth remembering or worth exploring by thinking about it. Any one of the items above may be expanded into an interesting entry. A student wrote the following entry in her journal to record an unusual experience she had had one summer afternoon.

This afternoon when I came home from school, a bit late because of a basketball game, I went upstairs to wash my face and hands to be ready for supper. I had stopped to poke my nose into the kitchen to smell what was cooking and say "Hello" to Mum. Dad was in the garden at the back, so I called "Hi" to him through the bathroom window. I guess I wasn't thinking about anything much. I remember feeling happy about the smell of liver and bacon in the frying pan. I must have been thinking hard on the way home from school about that basket I missed in the last quarter, because I certainly didn't notice the queer, black, cigar-shaped cloud Mum spoke of afterwards. Anyway, I was running the tap in the bathroom to get some good hot water when I noticed the trap door in the ceiling above the basin lift as if a ghost in the attic was playing tricks on me. At the same time, I seemed to see or feel a spark in the corner of my eye. Then came a tremendous crash of thunder, and the ghost in the attic and the spark in my eye were explained. I raced downstairs to tell Mum and Dad, and I felt kind of excited all evening. It doesn't sound like much now that I've written about it. But I can say this — that's as close to being struck by lightning as I ever want to be.

Think, for a minute, about this journal entry. The actual happening probably didn't take as long as the 7:35 item in the log. But the writer recorded faithfully the details of the event, her actions, and her feelings. The practice of examining an event in this way is useful whether anyone reads the entry or not.

EXERCISE IV: Write a Journal

Do part 1 and at least one other part of this exercise.

1. Keep a railway-timetable log of one day this week. Divide the day into ten-minute, fifteen-minute, and even longer periods of time. Record how you spent each period of time.

 Now write a paragraph about what you learned about yourself from your log.

2. Write a journal entry about something that happened at school recently. Remember to choose something which

occurred in a short space of time. Be accurate about the details and honest about your thoughts and feelings. It is a good idea to come to a conclusion, as the writer did in the journal entry quoted above.

3. Write a journal entry about something you saw or heard on the street or in the bus.

4. Write a journal entry about something you read recently in a book, newspaper, or magazine — something which made you think or aroused strong feelings.

A journal is a private affair. However, you may want your teacher to glance at your entry and let you know whether or not you have captured the right idea in writing a journal.

Share Your Observations: The Column

Another type of writing, similar to the journal, is the column. It is similar to the journal in that it gives the writer an opportunity to express his thoughts and feelings on a subject or on a number of subjects. The column differs from the journal in that it is written for others to read.

If you have a school newspaper, it may include columns about sports, musical recordings, movies, and interesting school personalities (but surely it will not be a gossip column). Such columns do consist of a number of shorter items. However, like the journal, their value and interest lie in the writer's skill in selecting important details and in expressing his thoughts and feelings sincerely.

EXERCISE V: Write a Column

Pretend you are a columnist for your school newspaper and write one of the following items as it would appear in an appropriate column. You may need to interview a person or go to the library for information. On the other hand, you may be able to draw all the ideas you need from your imagination.

1. A boy on your football team broke his leg in a scrimmage. Write an item for a sports column telling about the accident.
2. The principal has asked for volunteers to visit a local Institute for the Blind in order to read to the patients and write letters for them. Write an item to arouse interest in the project.
3. A new girl in the school has just come from France to live in your community.
4. One of your teachers rode a camel in Egypt on her summer holidays.

Writing Is for Somebody: Consider Your Readers

The column which deals with only one subject offers the widest possible range of topics. The choice is limited only by the writer's interest and by reader appeal. Your knowledge may not enable you to write on a subject, but if you are sufficiently interested in it, you will soon remedy your lack of information. The column must appeal to the people for whom it is written. If you are writing a column to be read by both boys and girls, you will not choose sewing hints as your topic.

One school newspaper carries a regular column called "In Orbit". The student who writes this column has a free choice of subjects as long as what he writes and how he writes help to attract readers.

Here is a sample for you to read and discuss with your teacher and classmates.

In Orbit

Hi! all you happy people. Here is a deadline day again and I just have to write something. The other day as I was frantically leafing through the dictionary looking for words ending in "ism", I came upon this gem: "spoonerism". It seems a spoonerism is "an accidental transposition of the initial

letters or syllables of two or more words in speaking." Then the dictionary, with a perfectly straight face, proceeded: "e.g. I have in my breast a half-warmed fish." After half an hour of concentration it finally dawned on me that this one came from "I have in my breast a half-formed wish." Spoonerisms were named after the Reverend W. A. Spooner of New College, Oxford, who was especially famous for this slip of the tongue. Here are two more: "received a blushing crow" and "for pleasure, give me a well-boiled icicle." See if you can figure these out.*

Another accident that can cause red faces is the misprint. Here are some prize samples.

"Motor violation; John Blank, parking cur too close to fire hydrant."

"The Ladies' Auxiliary is sponsoring a darn dance."

"The Centerway lot will follow the pattern of other lots as far as parking fees are concerned. The meters will permit parking at ten dents per hour."

Well, maybe I should fop this stoolishness before I get cornfused. But I should say something to cheer us all up because it's true, you know, there are to be exams. But all I can think of is

"Good Luck."

* "received a crushing blow" and "for pleasure, give me a well-oiled bicycle"

EXERCISE VI: Discuss the Sample Column

Here are some questions to help you discuss the sample column.

1. What purpose is served by the first sentence in the column?
2. What purpose is served by the last two sentences?
3. What does the heading "In Orbit" suggest about possible subject matter for this column?
4. If you were a regular reader of the school newspaper in which this column appears, would you look forward to reading this column? Why?

EXERCISE VII: Use What You Know to Write a Column

Using "In Orbit" as a model, write a short column on one of the following subjects. Remember, you may need to search for information.

1. Party games for teenagers
2. Tricks to teach your dog
3. Ways of getting out of bed
4. Ways of avoiding work
5. Ways of persuading Father

There Are Many Ways to Say Something: Poetry Is Language, Too

You have now had some practice in gathering ideas through your senses. You have also used the journal and the column to encourage the flow of your ideas. Some people find that their ideas flow freely when they write in verse form. There is even more variety of poetic forms than there is of prose. One form of poetry that you may enjoy trying is free verse.

Free verse does not have regular rhythm, rhyme, or length of line. The writer is free to concentrate on the thoughts and feelings he wishes to express. However, free verse is not just prose written in the form of poetry. Sound and thought both help to tell you where each line should end. Of course, you don't make a poem simply by putting what you have to say into a poetic form.

Here is a poem written in free verse by a student. Read it aloud and hear the rise and fall of sound and notice how the writer uses the sound and the thoughts to decide where to end each line.

The House of Summer

This house is still.
A fresh cool breeze circulates
Through every sun-yellow room,
The breeze knits all the rooms into a cool unit.

Arise from your bed and walk
In bare feet to the open screen door.
Breathe in . . .
Absorb through every sense the summer morning.

The trees through a haze of heat shimmer
Green-yellow, basking in the song of the birds
That flit from branch to cool-shaded branch,
In a rainbow of color.

So much life outside,
But, you have the house that is cool and still,
Empty.
It makes a comfortable solitude,
A place where you can stay oblivious to the
humming summer world.

EXERCISE VIII: Show Your Understanding of the Poem

To show that you understand the writer's thoughts and feelings in the free-verse poem, answer each of these questions in one sentence.

1. Why does the author appreciate the house on this summer morning?
2. What does he say about the outside world to show that he appreciates it, too?
3. Why does he talk about the outside world when his chief purpose seems to be to show appreciation of the house?
4. How do you know that his chief purpose is to show his appreciation of the house?

EXERCISE IX: Write a Poem

Write a poem in free verse to show your thoughts and feelings about one of the following:

1. A relative you are especially fond of, perhaps your grandmother
2. A type of weather which you dislike
3. A person or event in social studies that aroused your interest
4. A wish that you would like to come true

SOME POINTS TO REMEMBER

Of course, this chapter has not dealt with all possible sources of ideas or all possible forms in which they can be expressed. Later on you will have an opportunity to use your ideas to write letters and stories. In social studies and other subjects, you will use a form of writing called a report, in which you will be expected to express factual material clearly and accurately.

Remember:

BE OBSERVANT WITH ALL YOUR SENSES: THEY ARE AN IMPORTANT SOURCE OF IDEAS.

BE CURIOUS AND SEEK INFORMATION FROM PEOPLE AND BOOKS.

BE CAREFUL TO CHOOSE A FORM OF WRITING THAT WILL HELP YOUR IDEAS TO FLOW FREELY.

CHAPTER VII

Consider the Comma and the Colon

THINKING ABOUT LANGUAGE



Hiram Grouch, the man who posted the warning above, was serious about not allowing anyone on his property. He used strong punctuation marks to make his point clear.

But Willie Ketchum, a mischievous lad who loved fishing, was determined to fish on Mr. Grouch's property. By altering only the punctuation marks on Mr. Grouch's sign, Willie made it appear legal to fish on the property. How did Willie do it? Use some of the punctuation marks you reviewed last year to help you. Do not check for the answer until you have tried to match Willie's cleverness.

TO MAKE MEANING CLEAR: USE THE COMMA CORRECTLY

Last year you reviewed a number of punctuation marks necessary for making sentences clear. You learned, for example, that end (terminal) punctuation marks such as periods, question marks, and exclamation marks help the reader to detect whether sentences exclaim, question, command, or whether they simply state facts. The sentences *"You will come tonight."* and *"You will come tonight?"* are very different because of the terminal punctuation marks which make meaning clear for us.

An internal punctuation mark such as the comma helps to make meaning clear, too. It does this by signalling a slight pause every time it is used in a sentence.

Suppose that you received a letter from your camp director asking you to bring the following items to summer camp: *soap dishes peanut butter cookies canvas bucket brown paper bags* and *scissors*. If you heard your camp director list these items, you would listen for pauses which signalled the items to be brought. In writing, the reader needs to be shown where to pause. Unless your camp director's letter was properly punctuated, you would probably bring too many or too few items. Should you bring *soap* and *dishes* or *soap dishes*? Should you bring *peanut butter* and *cookies*, or *peanut butter cookies*?



"Oh, it's just a short stop sign the traffic department has put up."

EXERCISE I: Commas Clear Up Confusion

1. Because the list sent by the camp director is not clear, how many different items would you need to bring to make sure that you had everything that he may have wanted you to bring? List the different items.

2. Imagine the confusion that could be created by misplacing a few commas. The misplacement of necessary commas, as in the sentence below, can be confusing and, perhaps, even embarrassing.

 John choked his Aunt Mary giggled and
 the curtain went down for the second act.

 Surely John had no intention of choking his aunt, but the omission or misplacement of the commas could give the reader a strange idea of what was going on. Where should the commas be placed to avoid confusion?

EXERCISE II: Find Out What You Know About the Comma

Your ability to use commas to make sentences more meaningful is an important skill you should master this year. Try the test on the next page to see if you require some self-instruction in the correct use of the comma.

First, copy the test sentences into your notebook. Then punctuate each sentence by placing commas where they are needed. Use a comma only where it is required. A few of the sentences do not require a comma. Leaving out a comma where it is needed or placing a comma where it should not be used will count as an error. Even if you have only one error in any sentence, score that sentence as wrong.

After you have completed the test, turn to page 107 for the answers. If you have fewer than ten of the sentences correct, you should do the self-instruction or programmed learning exercises in the colored frames on the following pages.

COMMA TEST

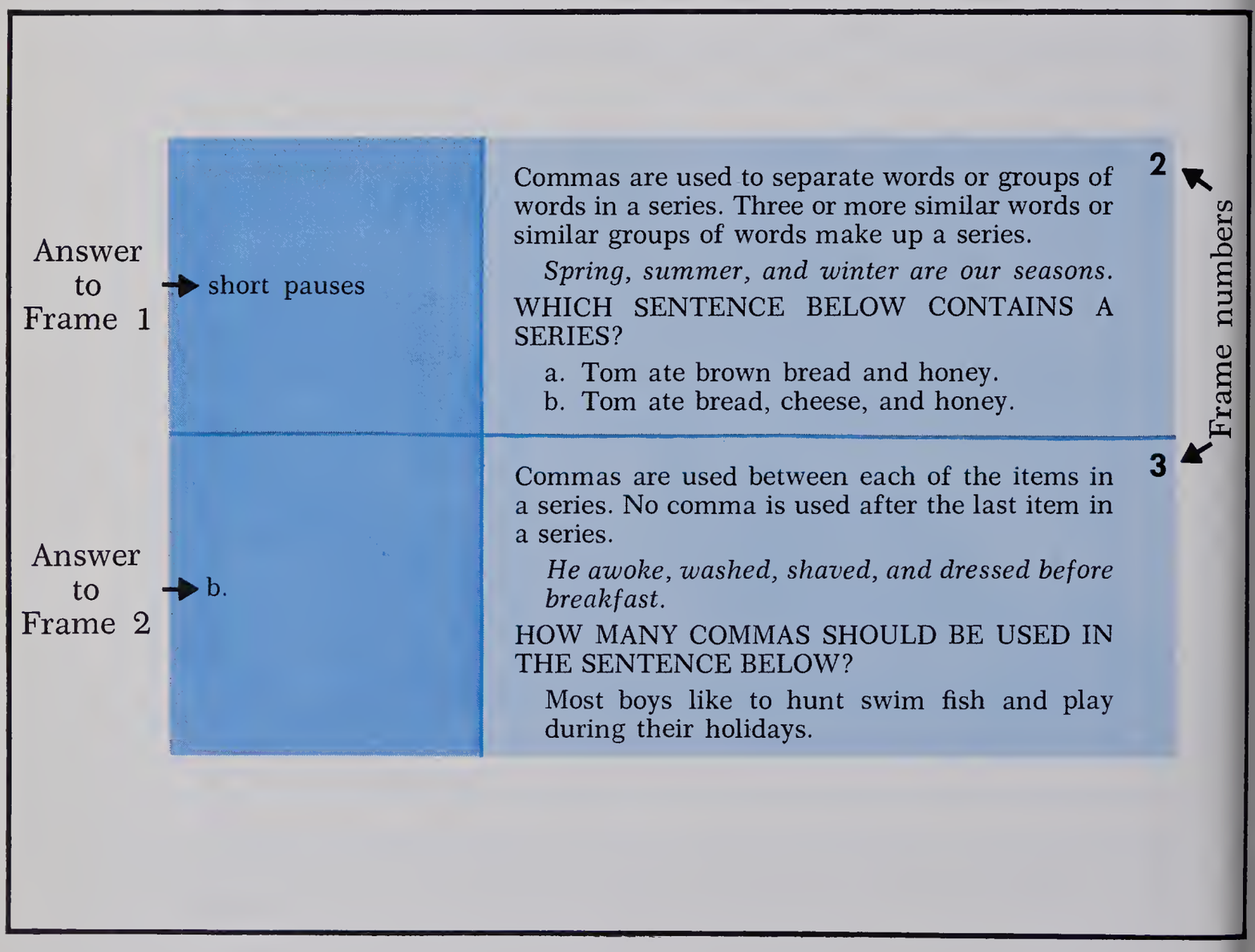
1. Canada's area is about 3850000 square miles.
2. No I'm not convinced that he should be elected.
3. Christopher Columbus sailed from Palos Spain on August 3 1492.
4. Must we go teacher to the symphony concert?
5. I did search under the sofa and behind the trunk.
6. The Hudson's Bay Company shipped muskets gunpowder lead balls flintstones skinning knives and crude iron axes to Edmonton Alberta.
7. If the prisoner had told all would have been well.
8. Either Riel or Dumont commanded the attack.
9. John Cabot however must receive credit for discovering Newfoundland.
10. He enjoyed his bacon fried green onions baked fish and rare cheese.
11. During the fall weather is generally cool.
12. We met you at 888 Riverside Drive on Wednesday August 17 1966.

STOP and Think

1. How many uses of the comma have you discovered in the test you have written?
2. List each of these uses in your own words.
3. If you had fewer than ten sentences correct, you should do the self-instruction exercises.

HOW TO USE PROGRAMMED SELF-INSTRUCTION EXERCISES

The pages that follow will help you to use commas correctly. You will notice that each page is divided into a number of colored sections or frames. Each frame has a number in the upper right-hand corner. At the left-hand side of each frame you will find the answer to the question asked in the frame that came before it. Thus, the answer to the question in Frame 1 is at the left-hand side of Frame 2. The answer to the question asked in Frame 2 is found at the left-hand side of Frame 3, and so on.



Nearly all the frames give you some information about the use of the comma or the colon and ask you simple questions to check your understanding. Some frames ask review questions to help you remember the information presented in preceding frames.

To start your programmed exercises, cover all but the first frame on the first page of the exercises. Read the information in the first frame very carefully and write the answer to the question in your NOTEBOOK. Then move your cover sheet down so that Frame 2 can be read. You will notice, first, the answer to the question asked in Frame 1. Compare this answer with the answer you have written in your notebook and mark your answer right or wrong. Read the information and answer the question in Frame 2. Then move your cover sheet down, read the answer, and mark your answer. Proceed in this way throughout the exercises.

TO GET THE MOST FROM PROGRAMMED SELF-INSTRUCTION

To get the most from your programmed self-instruction exercises, please keep these directions in mind:

1. Proceed slowly.
2. Don't peek or look ahead. Your teacher *will not* mark your work or record your score in these exercises. REMEMBER THAT YOU ARE TRYING TO HELP YOURSELF AND ARE COMPETING ONLY WITH YOURSELF.
3. If you do not understand the information in any frame, REREAD IT CAREFULLY. Then, if you still cannot understand the information, ask your teacher to help you.
4. Refer to these programmed exercises during the rest of the year when you are in doubt about using commas.

USING THE COMMA

USE OF COMMAS IN A SERIES

(To start your lesson, cover all but Frame 1 of this page.)

1

Commas are signs which tell us where we should pause briefly in a sentence, a group of words, or a number group.

Regina, Saskatchewan, is the capital of a province.

Tom, Dick, and Harry represented 1,420 students.

DO COMMAS INDICATE LONG PAUSES OR SHORT PAUSES?

short pauses

2

Commas are used to separate words or groups of words in a series. Three or more similar words or similar groups of words make up a series.

Spring, summer, and winter are our seasons.

WHICH SENTENCE BELOW CONTAINS A SERIES?

a. Tom ate brown bread and honey.
b. Tom ate bread, cheese, and honey.

b.

3

Commas are used between each of the items in a series. No comma is used after the last item in a series.

He awoke, washed, shaved, and dressed before breakfast.

HOW MANY COMMAS SHOULD BE USED IN THE SENTENCE BELOW?

Most boys like to hunt swim fish and play during their holidays.

3

4

A series may consist of nouns, verbs, adverbs, or adjectives.

IN THE SENTENCE BELOW, ARE COMMAS PLACED AFTER NOUNS, VERBS, ADVERBS, OR ADJECTIVES?

Tom is a thoughtful, loyal, and brave citizen.

adjectives

A series may consist of phrases. **5**

He walked into the forest, across the river, and over the hills.

WHICH SENTENCE BELOW CONTAINS A SERIES OF PHRASES?

a. In the morning, in the afternoon, and at night our friend Tom sleeps.
b. Tom, Bill, and Harry are star players on the team.

a.

Very often the last word in a series is separated from the rest of the words in a series by *and* or *or*. Commas are usually placed before the *and* or *or*. **6**

Should we hunt, swim, or fish?

WHERE SHOULD COMMAS BE PLACED IN THE SENTENCE BELOW?

Tom enjoys hunting swimming and fishing in the summer and skiing curling and hockey in the winter.

hunting, swimming,
summer,
skiing, curling,

WHICH TWO SENTENCES ARE PUNCTUATED CORRECTLY? **7**

a. The workmen had to pound, dig, and scrape.
b. Fish love cool, clear and bubbly waters.
c. For two weeks we struggled, fought, and finally won.

a. c.

PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW. **8**

a. Slowly silently and cautiously the thief entered the room.
b. He rushed to the theatre to the bakery and to the garage.

a. Slowly, silently,
b. theatre,
bakery,

PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW. **9**

a. Fried bacon and fresh eggs or brown toast and marmalade are my favorite breakfast foods.
b. Smoked bacon ham and salami or clams oysters and shrimps could be purchased at the market.

a. no commas
b. bacon, ham, salami, clams, oysters,

10 ADD NOUNS, VERBS, ADJECTIVES, AND PHRASES TO COMPLETE THE STATEMENT BELOW. USE COMMAS CORRECTLY.

a. We bought and at the market.
b. We and at the playground.
c. I like apples that are and
d. He searched under behind and in

a. carrots, tomatoes, onions, and eggs
b. ran, swam, and played
c. juicy, ripe, and sweet
d. under the bed, behind the dresser, and in the trunk

11 WRITE SENTENCES OF YOUR OWN WHICH CONTAIN THE FOLLOWING:

a. Four nouns in a series.
b. Three adjectives in a series.
c. Three verbs in a series.
d. Three phrases in a series.

12 COMPLETE THE STATEMENT BELOW.

Commas are used to
.....

tell the reader to pause in a sentence or group of words.

COMMAS AFTER INTRODUCTORY WORDS

13 Words such as *no*, *yes*, *well*, and *oh* sometimes introduce sentences. Commas are placed after these words if they do not affect the meaning of the sentence.

Oh, we will win the series.

IS THE INTRODUCTORY WORD IN THE SENTENCE BELOW NECESSARY TO THE MEANING OF THE SENTENCE?

No, I must not sleep in on Saturday.

no

14 SHOULD A COMMA BE PLACED AFTER THE INTRODUCTORY WORD IN THE SENTENCE BELOW?

Well Tom certainly outclassed everyone.

yes

IS A COMMA NEEDED AFTER THE INTRODUCTORY WORD IN THE SENTENCE BELOW? **15**

No man can live without air and water.

no

PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW. **16**

a. Yes I must read the book.
b. Oh Tom knows the answer.

a. Yes,
b. Oh,

WHICH SENTENCES REQUIRE COMMAS AFTER THE INTRODUCTORY WORD? **17**

a. Yes cool nights are pleasant.
b. Well behind us came the last person in the race.
c. No I do not understand everything.

a. c.

COMPLETE THE STATEMENTS BELOW. REMEMBER TO USE COMMAS WHERE NECESSARY. **18**

a. Yes we
b. No I
c. No man
d. Well Mary

Yes, we
No, I
No man [can live forever.]
No, man [cannot live forever.]
Well, Mary

19

COMPLETE THE STATEMENTS BELOW.

Use a comma after words such as and when

oh, no, yes, and well when the words do not affect the meaning of the sentence.

COMMAS TO MARK INTERRUPTED THOUGHT

One or two commas should be used to set off words that interrupt the thought of a sentence. **20**

Did you know, moreover, that the man was a sailor?
Nevertheless, we all contributed to the fund.

WHAT WORD INTERRUPTS THE THOUGHT OF THE SENTENCE BELOW?

Tom, however, could not dance well.

however

21 Words such as *however*, *nevertheless*, *moreover*, *perhaps*, *therefore*, and *for example* often interrupt the thought of a sentence.

John said, moreover, that he won the race.

IS THE WORD *nevertheless* IN THE SENTENCES BELOW NECESSARY FOR SENTENCE MEANING?

a. Tom, nevertheless, proceeded to work.
b. Nevertheless, Tom proceeded to work.

a. no
b. no

22 PLACE COMMAS WHERE NECESSARY IN THE SENTENCES THAT FOLLOW.

a. The question perhaps was too difficult.
b. Your payment therefore is behind schedule.

a. , perhaps,
b. , therefore,

23 PLACE COMMAS WHERE NECESSARY IN THE SENTENCES THAT FOLLOW.

a. The car for example has an air conditioner.
b. The athlete of course was a healthy individual.
c. Your taxes perhaps may be increased.

a. , for example,
b. , of course,
c. , perhaps,

24 COMPLETE THE STATEMENTS BELOW. USE COMMAS WHERE NECESSARY.

a. The answer however
b. The lawyer therefore
c. Birds for example
d. Bob perhaps

a. , however,
b. , therefore,
c. , for example,
d. , perhaps,

25 COMPLETE THE STATEMENT BELOW.

Use one or two commas to set off words such as *for example*, *perhaps*, *however*, and *therefore* when
.....

these words interrupt the thought of a sentence.

COMMAS AND NOUNS OF DIRECT ADDRESS

26 One or two commas should be used to set off a noun of direct address.

I know, Henry, that you must go.

WHICH IS THE NOUN OF DIRECT ADDRESS IN THE SENTENCE BELOW?

Mr. Smith, may I ask a question?

Mr. Smith

27 WHICH ARE THE NOUNS OF DIRECT ADDRESS IN THE SENTENCES BELOW?

a. I do not enjoy housework, Mother.
b. You know, Dad, I must have a raise in my allowance.

a. Mother
b. Dad

28 PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW.

a. Please do not walk on the grass Harry.
b. The party my friend is for girls only.
c. Mr. Smith have you seen Mr. Brown?

a. , Harry
b. , my friend,
c. Mr. Smith,

29 COMPLETE THE STATEMENTS BELOW. DO NOT FORGET TO USE COMMAS WHERE NECESSARY.

a. You know Mother that
b. Father have you?
c. Are Harry?

a. , Mother,
b. Father,
c. , Harry

30 COMPLETE THE STATEMENT BELOW.

When nouns of direct address are used in a sentence, commas
.....

are used to set them off from the rest of the sentence.

COMMAS FOR CLEAR IDEAS

31 Often a sentence contains words which may be read in groups not intended by the writer.

Commas should be used to clear up meaning in such sentences.

Unless I iron, everything will be wrinkled.

IS THE MEANING OF THE SENTENCE BELOW CLEAR WITHOUT COMMAS? WHERE SHOULD COMMAS BE PLACED?

While I wash my aunt washes irons and bakes.

no
wash,
washes, irons,

32 USE A COMMA OR COMMAS TO MAKE THE MEANING OF THIS SENTENCE CLEAR ON FIRST READING.

Tom just loved toast black currant jelly and bacon for breakfast.

toast,
jelly,

USE A COMMA OR COMMAS IN EACH OF THE SENTENCES BELOW TO CLARIFY MEANING. **33**

a. After I ate my rabbit suddenly disappeared.
b. In school books are sometimes lost by careless students.

a. ate,
b. school,

COMPLETE THE STATEMENT BELOW. **34**

When a sentence contains words which may be read as groups not intended by the writer, a comma
.....

should be used to make the meaning clear.

COMMAS IN ADDRESSES

Use commas to separate items in addresses of two or more parts or items. **35**

373 Brooklyn Drive, Winnipeg

Ottawa, Ontario, Canada

HOW MANY PARTS ARE THERE IN EACH OF THE ADDRESSES BELOW?

a. Tom lives in Pineville, Manitoba.
b. My address is 32 Pine Crescent, Kamloops, B.C.

a. two
b. three

A comma is used to set off the last part of an address from the rest of the sentence. **36**

The parcel arrived in London, England, on Tuesday.

PLACE COMMAS WHERE NECESSARY IN THE SENTENCE BELOW.

He arrived in Montreal Quebec last winter.

Montreal, Quebec,

An address may contain only one part. **37**

We mailed the carton to Vancouver.
Tom arrived at 373 Brooklyn Drive last May.

WHICH SENTENCE BELOW CONTAINS AN ADDRESS WHICH CONSISTS OF ONE PART ONLY?

a. Tom lives at 373 Brooklyn Drive, Winnipeg.
b. Tom lives at 373 Brooklyn Drive.

b.	Do not use a comma to set off an address consisting of one part from the rest of the sentence. *We arrived in Montreal last winter.* *Bob lived at 10987 – 98 Street for two years.* DOES THE SENTENCE BELOW REQUIRE A COMMA? Mail it to 10765 – 33 Avenue today.	**38**
no	WHICH SENTENCES BELOW ARE PUNCTUATED CORRECTLY? a. Our new address is 464, Riverside Drive. b. Our new address is 464 Riverside Drive, Ottawa. c. 464 Riverside Drive, is our new address. d. We rented the home at 464 Riverside Drive last summer.	**39**
b. and d.	Commas must be used to separate the street address from the name of the city or town. *10644 – 98 Street, Chillville* WHERE SHOULD COMMAS BE PLACED IN THE SENTENCES BELOW? a. Tom lives at 142 Waters Drive Toronto. b. My cousin lives at 10764 – 64 Street Edmonton.	**40**
a. Drive, b. 64 Street,	Commas must be used to separate the name of a city, town, or village from the name of a province or state. *Gander, Newfoundland* *Powell River, B.C.* WHERE SHOULD COMMAS BE PLACED IN THE SENTENCES BELOW? a. Tom lives in Dauphin Manitoba. b. The traveller arrived in Stony Rapids Alberta.	**41**
a. Dauphin, b. Stony Rapids,	Commas should be used to separate the name of the province or state from the name of the country. *Texas, U.S.A.* *Prince Edward Island, Canada* WHERE SHOULD COMMAS BE USED IN THE SENTENCES BELOW? a. Saskatchewan Canada is the bread-basket of North America. b. Gold was discovered in California U.S.A.	**42**

a. Saskatchewan, Canada,
b. California,

PLACE COMMAS WHERE NECESSARY IN THE ADDRESSES BELOW. **43**

a. Tom lived at 444 – 103 Street Regina Saskatchewan.
b. We live in Athabasca Alberta but would prefer to live in Miami Florida.
c. I mailed the letter to 464 Nelson Street Nairobi Kenya last month.
d. We moved from Brooklyn Crescent to Riverside Drive.

a. Street, Regina,
b. Athabasca, Alberta, Miami,
c. Street, Nairobi, Kenya,
d. no commas

COMPLETE THE STATEMENTS BELOW. USE COMMAS WHERE NECESSARY. **44**

a. We lived at 642 – 34 Street before
b. Powell River British Columbia is
c. in Yellowknife N.W.T.

a. no commas
b. Powell River, British Columbia,
c. Yellowknife,

COMPLETE THE STATEMENT BELOW. **45**

When writing addresses of more than two parts use commas
.....

to separate each part of the address from the parts that follow it.

COMMAS IN DATES

Commas are used to separate the items in a date. **46**

Tuesday, January 31, 1911

HOW MANY ITEMS ARE THERE IN THE DATE IN EACH SENTENCE BELOW?

a. Monday, November 11, was an important day.
b. Monday, November 11, 1918, was an important day.

a. two
b. three

No commas are required if the date contains only one item. **47**

May 24 is Commonwealth Day.

IS A COMMA REQUIRED IN EACH OF THE SENTENCES BELOW?

a. July 1 is Dominion Day.
b. Friday is an important day.

If a date contains more than two items, commas are usually placed after each item. Of course, no comma is placed after the last item when it is the last word in a sentence. **48**

Monday, November 11, was Armistice Day.

IN WHICH SENTENCES BELOW ARE COMMAS PLACED CORRECTLY?

a. Our school was opened on Monday September 1, 1947.
b. Our school was opened on Monday, September 1, 1947.
c. Our school was opened on September 1, 1947.
d. On Monday, September 1, 1947 our school was opened.

a. no
b. no

PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW. **49**

a. On Monday July 1 we begin our holidays.
b. December 7 1941 was a tragic day for the United States.
c. On Wednesday October 1 1947 the Canadian Citizenship Act was passed.

b. and c.

COMPLETE THE STATEMENT BELOW. **50**

In dates containing two or more items, commas are placed

a. Monday, July 1,
b. December 7, 1941,
c. Wednesday, October 1, 1947,

after each item.

OTHER USES OF COMMAS

Commas are usually used to separate each group of three figures in numbers larger than 999. **51**

1,007

INTO HOW MANY GROUPS IS THE NUMBER BELOW DIVIDED?

34,567

Commas divide large numbers into groups of hundreds, thousands, millions, billions, and so on. **52**

THE NUMBER GROUPS IN THE SENTENCE BELOW ARE DIVIDED INTO HUNDREDS, THOUSANDS, AND

Malawi's estimated population is 3,500,000

two

millions	THE FIGURES IN THE SENTENCE BELOW ARE DIVIDED INTO HUNDREDS, THOUSANDS, ... , AND There are approximately 3,400,000,000 people in the world.	53
millions billions	PLACE COMMAS WHERE NECESSARY IN THE SENTENCES BELOW. a. Last year, 30065 people were killed in highway accidents. b. There are 865 pupils in our school. c. The approximate population of Zambia is 3110500.	54
a. 30,065 b. no commas c. 3,110,500	COMPLETE THE STATEMENT BELOW. When writing numbers greater than commas are used to divide	55
999, numbers into groups of hundreds, thousands, millions, billions, and so on.	Commas are used after the greeting and closing in a friendly letter. *Dear Helen,* *Yours sincerely,* IS THE COMMA BELOW USED AFTER A GREETING OR A CLOSING? Dear May,	56
greeting	IS THE COMMA BELOW USED AFTER A GREETING OR A CLOSING? Yours very truly,	57
closing	PLACE COMMAS WHERE NECESSARY IN THE GREETINGS BELOW a. My dear Aunt Dora b. Dear Mr. Smith c. Dear John	58
a. Dora, b. Smith, c. John,	PLACE COMMAS WHERE NECESSARY IN THE CLOSINGS BELOW. a. Your friend b. Your faithful son c. Yours sincerely	59
a. friend, b. son, c. sincerely,	COMPLETE THE STATEMENT BELOW. In a friendly letter always place commas after	60

the greeting and the closing.

ANSWER TO MR. GROUCH'S SIGN ALTERATION. **61**

KEEP OUT?
NO!
FISHING ALLOWED
ON THIS PROPERTY.

ANSWERS TO COMMA TEST ON PAGE 93

1. 3,850,000
2. No,
3. Palos, Spain, August 3,
4. , teacher,
5. correct
6. muskets, gunpowder, lead balls, flintstones, skinning knives, Edmonton,
7. told,
8. correct
9. , however,
10. bacon, fried green onions, baked fish,
11. fall,
12. Wednesday, August 17,

USING THE COLON

A colon is used in a sentence to introduce a list of things. **62**

Bring the following articles: hair brush, soap, towel, hunting knife, sleeping bag, and air mattress.

AFTER WHAT WORD IS THE COLON PLACED IN THE SENTENCE ABOVE?

articles:

Colons are usually placed after the words *as follows* or *the following* when a series of items is to be listed. **63**

He ordered the following: bread, vinegar, canned fruit, and coffee.

PLACE A COLON WHERE NECESSARY IN THE SENTENCE BELOW.

The names are as follows Cartier, Papineau, Brown, and Tilley.

as follows:

Do not use a colon between a verb and the completing words of a sentence. **64**

WHICH SENTENCE BELOW IS CORRECTLY PUNCTUATED?

a. Please bring: ice, pop, chips, and marshmallows.
b. Please bring these things: ice, pop, chips, and marshmallows.

b.

65

WHICH SENTENCE BELOW IS CORRECTLY PUNCTUATED?

a. The men are: Brown, Smith, Jones, and Harris.
b. The men are as follows: Brown, Smith, Jones, and Harris.
c. The men will include: Brown, Smith, Jones and Harris.

b.

66

Colons may be used for several other purposes.

Place a colon after the greeting in a business letter.

Dear Sir: *Gentlemen:* *Sirs:*

WHICH GREETINGS BELOW WOULD REQUIRE A COLON?

Dear Aunt Polly — Dear Mr. Smith
Dear Son — Dear Sir or Madam

Dear Mr. Smith:
Dear Sir or Madam:

67

A colon is placed between hours and minutes when figures are used to express time.

9:45 p.m. *7:00 a.m.*

PLACE COLONS WHERE NECESSARY IN THE FIGURES EXPRESSING TIME BELOW.

445 a.m. 1202 p.m. 630 a.m.
121 p.m. 445 a.m.

4:45 12:02 6:30
1:21 4:45

68

USE COLONS AND A SERIES OF NOUNS TO COMPLETE THE STATEMENT BELOW.

Please buy
.....

the following:

69

COMPLETE THE STATEMENTS BELOW.

a. An important use of the colon is to
.....
b. A colon may also be used
..... and

a. introduce a list of things.
b. after a greeting in a business letter and between the hours and minutes figures in expressing time.

CHAPTER VIII

Are Your Capital Letters Showing?

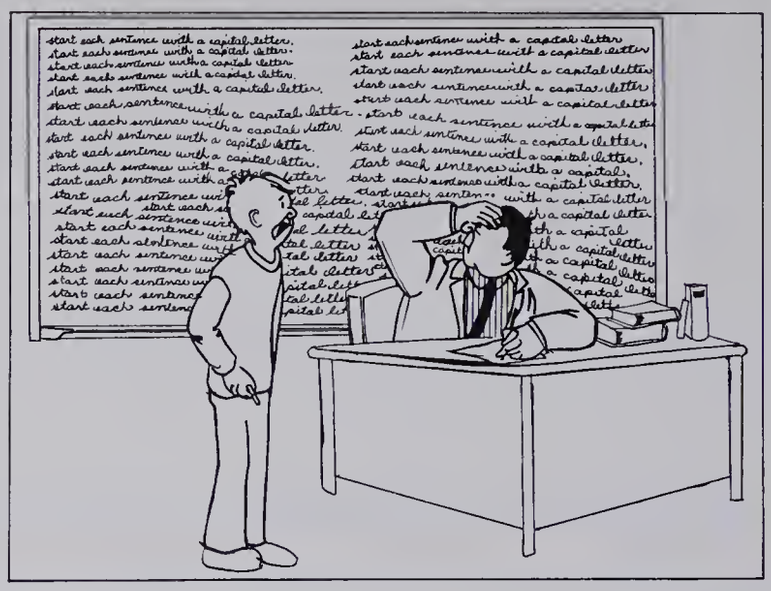
THINKING ABOUT LANGUAGE

Read the sentences below; then do the exercises that follow them.

1. (a) I wrote to aunt Mary.
 (b) I wrote to Aunt Mary.
2. (a) Your shirts are at the Apex laundry.
 (b) Your shirts are at the Apex Laundry.
3. (a) My favorite subject is Science.
 (b) My favorite subject is science.
4. (a) Mr. Jones bought a new Ford car.
 (b) Mr. Jones bought a new ford car.
5. (a) The Rocky Mountains are in North America.
 (b) The Rocky Mountains are in north America.

STOP and Think

1. From each pair of sentences above, choose the sentence in which the capital letters are used correctly.
2. List five uses of capital letters.
3. Why are capital letters important in writing?



"Can I go home now?
I wrote it forty times,
like you said."

CAPITAL LETTERS ARE IMPORTANT SIGNALS

How often have you had to guess whether a particular word required a capital letter? How often have you been wrong?

Last year you reviewed capitalization and learned that capital letters should be used for such purposes as the following:

(a) The pronoun "I"

(b) The first word of every sentence

(c) The first word of every line of most poetry

(d) The first word of a direct quotation

(e) The days of the week, months of the year (but not the seasons)

(f) The names of persons and places

Very likely you learned to use capital letters for other purposes, too.

EXERCISE I: Find Out What You Know About Using Capital Letters

Your ability to use capital letters correctly is important in all your written work. Try the test that follows, to see if

you require some self-instruction in the correct use of capital letters. First write the numbers 1 to 18 down the margin of your *notebook*. Then study the examples in the test. In *most* of the sentences there is *one* capitalized word that *should not* be capitalized. Locate that word and write it correctly opposite its number in your NOTEBOOK.

A few of the sentences are correct because they require all the capital letters contained in them. Write *correct*, in your notebook, opposite the number of each of these sentences. After you have completed the test, turn to page 125 for the answers. If you have fewer than sixteen sentences correct, you should do the self-instruction or programmed learning exercises in the colored frames on the following pages of this chapter.

CAPITALIZATION TEST

1. Thomas enjoys French and Mathematics at Hillcrest School.
2. My Aunt Mary travelled to the Orient last December.
3. The Skyview is the finest hotel in our City.
4. Last summer my Uncle flew from Eastern Canada to New South Wales in Australia.
5. The Red Deer River flows through Central Michigan.
6. Have you read *Anne Of Green Gables*?
7. This Avenue is much busier than Moose Street.
8. American Negroes have demanded equal voting rights in the South.
9. The Society for The Prevention of Cruelty to Animals is a fine organization.
10. A High school will be built on Tower Hill next October.

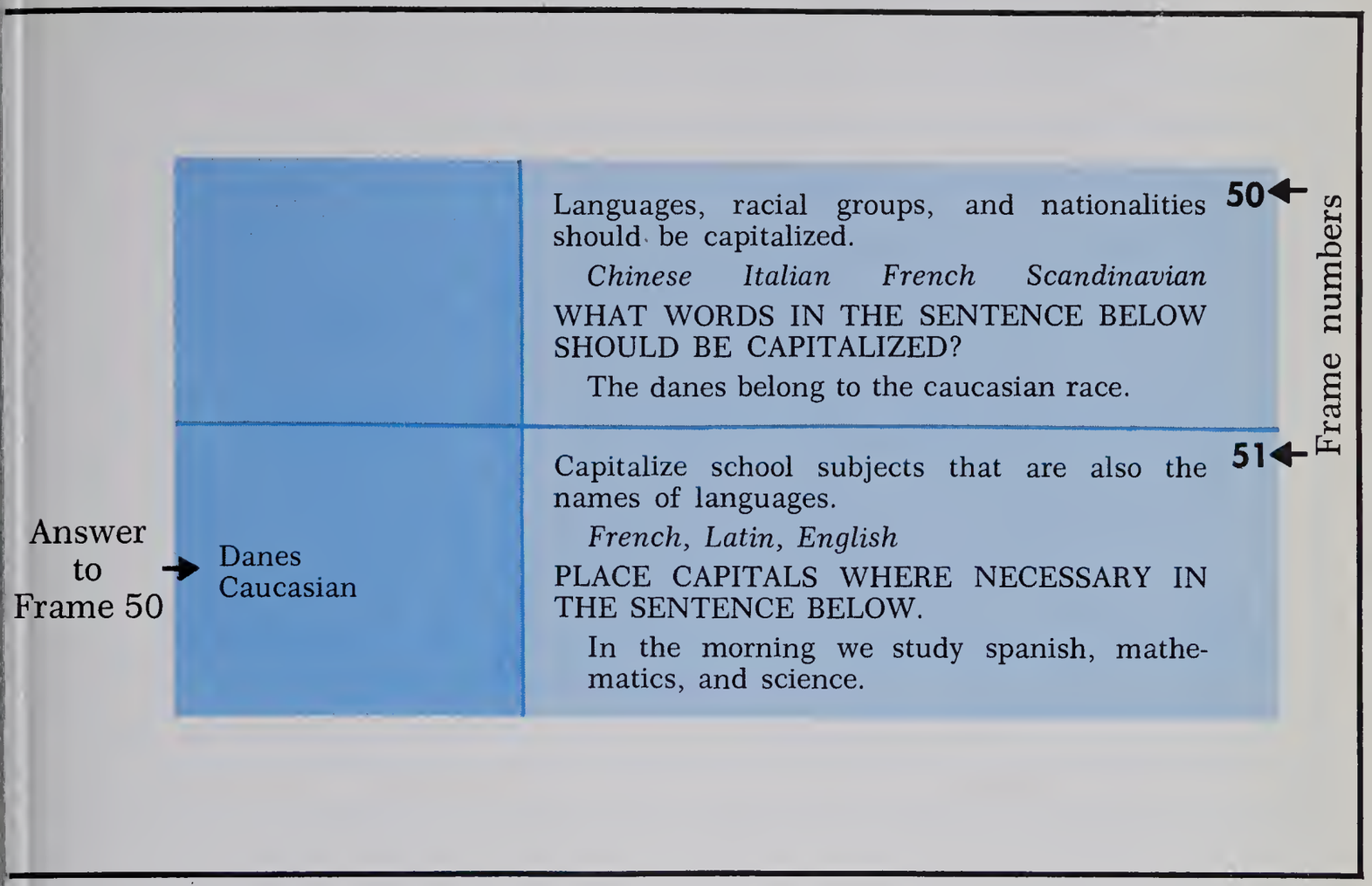
11. Christians, Hindus, and Jews often attend the same Protestant School.
12. The French people elected a new President.
13. The Family Furniture Company is located North on Mackenzie Street.
14. A famous General spoke to the Victorian Order of Nurses.
15. The Crees of the Prairies worshipped many Gods.
16. Was Mr. Jones really Mayor of the town?
17. The title of the play was "Twice For the Judge".
18. We thank God for His many blessings.

STOP and Think

1. How many uses of capital letters have you discovered in the test you have just written?
2. List these uses in your own words.
3. If you had fewer than sixteen sentences correct, you should do the programmed self-instruction exercises.

HOW TO USE PROGRAMMED SELF-INSTRUCTION EXERCISES

The pages that follow in this chapter will help you to use capital letters correctly. You will notice that each page is divided into a number of colored sections or frames. Each frame has a number in the upper right-hand corner. At the left-hand side of each frame you will find the answer to the question asked in the frame that came before it. Thus, the answer to the question in Frame 50 is found in Frame 51, and so on.



Nearly all the frames give you some information about capitalization and ask you simple questions to check your understanding. Some frames ask review questions to help you remember the information presented in preceding frames.

To start your programmed exercises, read the information in the first frame very carefully and write the answer to the question in your NOTEBOOK. Then, on page 115, cover all the frames except Frame 2. In Frame 2, you will notice, first, the answer to the question asked in Frame 1. Compare this answer with the answer you have written in your notebook and mark your answer right or wrong. Read the information and answer the question in Frame 2. Then move your cover sheet down, read the answer given, and mark your own answer. Proceed in this way throughout the exercises.

TO GET THE MOST FROM PROGRAMMED SELF-INSTRUCTION

To get the most from your self-instruction exercises, please keep these directions in mind:

1. Proceed slowly.
2. Don't peek or look ahead. Your teacher *will not* mark your work or record your score in these exercises. REMEMBER THAT YOU ARE TRYING TO HELP YOURSELF AND ARE COMPETING ONLY WITH YOURSELF.
3. If you do not understand the information in any frame, REREAD IT CAREFULLY. Then, if you still cannot understand the information, ask your teacher to help you.
4. Refer to these programmed exercises during the rest of the year when you are in doubt about using capital letters.

USING CAPITAL LETTERS CORRECTLY

CAPITALS FOR NAMES AND TITLES OF PERSONS

(On each page, cover all the frames below the one on which you are working.)

Capital letters help the reader by drawing attention to a special person, a group of people, a place, or a thing. Capital letters are also used for other purposes which will be discussed in these exercises. **1**

ARE CAPITAL LETTERS USED FOR ONE PURPOSE OR FOR MANY PURPOSES?

many purposes	Capitalize a person's surname and his given names. *James Watt* *Mary Poppins* ARE ALL NAMES CAPITALIZED IN THE SENTENCE BELOW? John Sebastian Cabot was the son of a sailor.	2
yes	CAPITALIZE THE PERSONS' NAMES BELOW. john henry johnson mae-britt solger robert e. williams mike silverstone	3
John Henry Johnson, Mae-Britt Solger, Robert E. Williams, Mike Silverstone	Capitalize personal titles and titles of respect and authority when they are used immediately before a person's name. *General Wolfe* *President Johnson* WHICH SENTENCE BELOW CONTAINS A TITLE THAT REFERS TO A PARTICULAR PERSON? a. A lieutenant was promoted. b. Judge Marshall sentenced the prisoner.	4
b.	Do not capitalize titles if they are not used immediately before a particular person's name. *The captain abandoned the ship.* SHOULD THE TITLE BELOW BE CAPITALIZED? A university Professor lectured to the class.	5
no	WHICH OF THE SENTENCES BELOW IS CORRECTLY CAPITALIZED? a. Did Professor Smith lecture to the class? b. Did professor Smith lecture to the class?	6
a.	Capitalize family relationship words such as *Mother*, *Father*, *Aunt*, *Uncle*, when they are used before a person's name. *Uncle Henry* *Mother Brown* IN WHICH SENTENCE BELOW SHOULD THE WORD *cousin* BE CAPITALIZED? a. We all know that our cousin is well. b. We all know that cousin Elmer is well.	7

b.	PLACE CAPITAL LETTERS WHERE NECESSARY IN THE SENTENCES BELOW. a. I think that aunt helen is my favorite aunt. b. At Christmas all our aunts and uncles arrive at our house.	8
a. Aunt Helen b. no capital letters	IN WHICH SENTENCE BELOW SHOULD THE WORD *grandfather* BE CAPITALIZED? a. In 1930 grandfather Brown was still a farmer. b. The grandfather had twenty grandchildren. c. My grandfather lives in Florida.	9
a.	Sometimes words such as *father*, *dad*, *mother*, *grandma*, and other family relationship words are capitalized even though a personal name does not follow them in a sentence. *We all love Mother very much.* IN WHICH SENTENCE BELOW DOES A PERSONAL NAME *NOT* FOLLOW THE WORD *Mother*? a. Yes, Mother, it's my turn to do the dishes. b. Everyone loves Mother Green and her children.	10
a.	IN WHICH SENTENCE BELOW DOES A PERSONAL NAME *NOT* FOLLOW THE WORD *Uncle*? a. Why did Uncle Fred buy the ranch? b. We know that Uncle bought the ranch.	11
b.	Words such as *Uncle*, *Aunt*, *Grandpa*, *Mother*, and other family relationship words are usually capitalized in a sentence if they are used as a substitute for a person's name. *Does Grandpa drive a green truck?* CAN YOU SUBSTITUTE THE WORD *John* FOR THE WORD *Uncle* IN THE SENTENCE BELOW? *Yes, Uncle, we must go on a picnic.*	12
yes	SUBSTITUTE THE CAPITALIZED WORD *Grandmother* FOR THE WORDS *Mrs. Brown* IN THE SENTENCE BELOW. We know that Mrs. Brown is eighty years old.	13

We know that Grandmother is eighty years old.	To find out whether a family relationship word such as *Uncle* should be capitalized (when no personal name follows it) always check to see if a personal name can be substituted for it. *Yes, Uncle, we missed you.* *Yes, George, we missed you.* CAN THE NAME *William* BE SUBSTITUTED FOR THE CAPITALIZED FAMILY RELATIONSHIP WORD *Father* IN THE SENTENCE BELOW? Because Father was ill, we could not go.	14
yes	HOW WOULD YOU WRITE THE SENTENCE BELOW WHEN THE NAME *Harold* IS SUBSTITUTED FOR THE CAPITALIZED FAMILY RELATIONSHIP WORD *Grandpa*? Why is Grandpa so quiet?	15
Why is Harold so quiet?	DO THE TWO SENTENCES BELOW MAKE SENSE? Why is Grandpa so quiet? Why is Harold so quiet?	16
yes	DO NOT CAPITALIZE A FAMILY RELATIONSHIP WORD UNLESS a. it is followed immediately by a b. a person's name can be for it.	17
a. person's name b. substituted	Personal titles of respect or authority are capitalized when they can be substituted for the name of a specific person. *Judge (Porter)* *Senator (Baker)* WHICH SENTENCE BELOW REFERS TO A SPECIFIC PERSON? a. A senator served on the committee. b. Yes, Senator, we must work together.	18
b.	PLACE CAPITALS WHERE REQUIRED IN THE SENTENCES BELOW. a. A prime minister is usually a responsible statesman. b. In 1867 prime minister Macdonald became Canada's chief statesman. c. The meeting was called by mayor Flint.	19

a. none
b. Prime Minister
c. Mayor

20 USE CAPITAL LETTERS, IF REQUIRED, AND COMPLETE THE STATEMENTS BELOW.

a. We know that udge
b. Was the ieutenant ?
c. No, ...ather, ...

a. Judge
b. lieutenant
c. Father

GEOGRAPHICAL AREAS AND PLACE NAMES

21 Capitalize the complete names of rivers, oceans, lakes, mountains, islands, deserts, and other natural geographical areas.

Persian Gulf Atlas Mountains Smoky River

WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY?

a. We swam in Great Slave lake.
b. The Red river flows through Winnipeg.
c. The Pacific Ocean is important to Canada's fishermen.

c.

22 WHICH SENTENCES BELOW ARE CAPITALIZED CORRECTLY?

a. Vancouver island is important for its lumbering industry.
b. China is a country in Asia.
c. The Kalahari Desert stretches across Bechuanaland.

b. and c.

23 PLACE CAPITAL LETTERS WHERE NECESSARY IN THE SENTENCES BELOW.

a. The adriatic sea is important to Europe's economy.
b. We climbed mount robson.
c. The english channel is an important waterway.

a. Adriatic Sea
b. Mount Robson
c. English Channel

24 Capitalize names of continents, countries, cities, towns, and villages. Capitalize particular streets, roads, drives, and crescents.

107 River Road, Edmonton, Alberta, Canada.

WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY?

a. The largest city in Japan is Tokyo.
b. Jasper avenue parallels the North Saskatchewan River.

PLACE CAPITALS WHERE NECESSARY IN THE SENTENCES BELOW. **25**

a. We live on memorial drive in north america's oldest city, st. augustine.
b. The largest state bordering the rio grande river is texas.

a.

Names of specific buildings, parks, and playgrounds are capitalized. **26**

Atlas Tower *Riverside Park*
Blueview Elementary School

WHICH SENTENCE BELOW IS CORRECTLY CAPITALIZED?

a. The Radio City Building is located in New York.
b. Jackson high school was built in 1965.

a. Memorial Drive
North America's
St. Augustine
b. Rio Grande River
Texas

PLACE CAPITAL LETTERS WHERE REQUIRED IN THE SENTENCES BELOW. **27**

a. Is heritage park near the empire state building?
b. Wellington junior high school is near a park.
c. We must see union station and the storyland valley zoo.

a.

USE CAPITAL LETTERS, IF NECESSARY, AND COMPLETE THE STATEMENTS BELOW. **28**

a. The unior igh chool
b. The Mackenzie iver
c. Do the Rocky ountains ?

a. Heritage Park
Empire State
Building
b. Junior High School
c. Union Station
Storyland Valley Zoo

REGIONS AND DIRECTIONS

Capitalize *East*, *West*, *North*, and *South* when they name particular parts or particular sections of a country, province, or region. **29**

The West produces wheat.

DO THE CAPITALIZED WORDS *North* AND *South* REFER TO SPECIFIC REGIONS?

a. Gold was discovered in the North.
b. The South has been the scene of many riots.

a. junior high school
b. River
c. Mountains

a. yes
b. yes

PLACE CAPITALS WHERE NECESSARY IN THE SENTENCE BELOW. **30**

The cowboys of the west rarely wore six-guns.

West

Do not capitalize *north, east, south, west,* or directions such as *northwest,* when the words clearly indicate direction only. **31**

He lives three miles east of town.

WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY?

a. The people of the East were once the world's greatest silk merchants.
b. Walk East until you see the farm.
c. Toronto is Southeast of Winnipeg.

a.

Capitalize names of world regions such as *the Orient, the Arctic Circle, Central Africa.* **32**

PLACE CAPITALS WHERE NECESSARY IN THE SENTENCES BELOW.

a. The americas are in the western hemisphere.
b. A north wind blew fiercely from the region of the arctic circle.

a. Americas Western Hemisphere
b. Arctic Circle

WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY? **33**

a. The south Frigid Zone includes much of Antarctica.
b. The South Frigid Zone includes much of Antarctica.

b.

USE CAPITAL LETTERS, IF REQUIRED, AND COMPLETE THE STATEMENTS BELOW. **34**

a. We would like to visit the...orth because
b. Walk two miles outh until
.....
c. The ... rairie rovinces
.....

a. North
b. south
c. Prairie Provinces

ORGANIZATIONS, BUSINESS FIRMS, AND TRADE PRODUCTS

	The first, last, and all the important words in the names of organizations, societies, and clubs are capitalized. *Elks Lodge* *Knights of Columbus* *River Valley Curling Club* IS THE SENTENCE BELOW CAPITALIZED CORRECTLY? Mary and I belong to a Club.	35
no	CAPITALIZE CORRECTLY THE NAMES OF THE ORGANIZATIONS BELOW. canadian labor congress army league green lawn bowling club	36
Canadian Labor Congress Army League Green Lawn Bowling Club	Short prepositions, the articles *a*, *an*, and *the*, and the conjunction *and* should not be capitalized in names of organizations. *Benevolent and Protective Order of the Beaver* *Young Pioneers of Ghana* *Society for the Preservation of Indian Culture* CAPITALIZE THE NAMES OF THE FOLLOWING ORGANIZATIONS. a. society for the prevention of cruelty to animals b. young men's christian association c. national institute for the blind	37
a. Society for the Prevention of Cruelty to Animals b. Young Men's Christian Association c. National Institute for the Blind	Names of business firms are capitalized. *A. Brown Company* *Polar Airlines* ARE THE NAMES OF THE BUSINESS FIRMS LISTED BELOW CAPITALIZED CORRECTLY? World Watch Company Industrial Electric Corporation Mountainview Motel	38
yes	WHICH OF THE THREE EXAMPLES BELOW IS PROPERLY CAPITALIZED? a. Toy Company Of America b. Toy Company of America c. Toy company of America	39
b.	SHOULD SHORT PREPOSITIONS, CONJUNCTIONS, AND WORDS LIKE *the* BE CAPITALIZED IN THE NAMES OF BUSINESS ORGANIZATIONS?	40

no

CAPITALIZE THE NAMES OF THE BUSINESS FIRMS BELOW. **41**

a. international bicycle company
b. aurora fireworks limited
c. supersonic airplane company of america

a. International Bicycle Company
b. Aurora Fireworks Limited
c. Supersonic Airplane Company of America

USE CAPITAL LETTERS WHERE REQUIRED AND COMPLETE THE STATEMENTS BELOW. **42**

a. The Record ... f ... he Week Club
b. Did you know that the Whizz Car ... ompany also manufactures ?
c. My brother's cooter

a. of the
b. Company
c. scooter

TITLES OF BOOKS, PLAYS, MOVIES, AND TELEVISION AND RADIO PROGRAMS

The first, last, and all the important words in the titles of books, plays, and radio and television programs are capitalized. **43**

Arms and the Man *My Friend Flicka*

ARE THE IMPORTANT WORDS IN THE TITLES OF THE BOOKS BELOW CAPITALIZED?

Anne of Green Gables The Call of the Wild
A Tale of Two Cities

yes

Prepositions of five or more letters should be capitalized in the titles of books, stories, articles, plays, and movies. **44**

WHICH BOOK TITLE BELOW IS CAPITALIZED CORRECTLY?

a. All about Comets and Stars
b. All About Comets and Stars
c. All About Comets And Stars

b.

WHICH OF THE PREPOSITIONS BELOW SHOULD BE CAPITALIZED IF IT APPEARS AS THE SECOND WORD IN A TITLE? **45**

between to after in over among

between
after
among

PLACE CAPITALS WHERE NECESSARY IN THE TITLES BELOW. **46**

a. my adventures in spain
b. alaska through a camera lens
c. my life among the cannibals

a. My Adventures in Spain b. Alaska Through a Camera Lens c. My Life Among the Cannibals	The conjunctions *and*, *but*, *or*, and the articles *the*, *a*, and *an* are not capitalized in a title unless they appear as the first word of the title. **47** *The Moon and Sixpence* WHICH TITLE BELOW IS CAPITALIZED CORRECTLY? a. A Time And a Place b. Death in the Jungle c. The World or The Planets
b.	PLACE CAPITALS WHERE NECESSARY IN THE TITLES BELOW. **48** a. Journey to the north b. Our world and the planets c. The days of wine and roses
a. Journey to the North b. Our World and the Planets c. The Days of Wine and Roses	USE CAPITAL LETTERS WHERE REQUIRED AND COMPLETE THE STATEMENTS BELOW. **49** a. "The dventures f Flipper" interests me because b. The book, *Journey oward he lanets*, ends when
a. Adventures of b. Toward the Planets	**LANGUAGES, RACES, AND NATIONALITIES**
	Languages, racial groups, and nationalities should be capitalized. **50** *Chinese Italian French Scandinavian* WHAT WORDS IN THE SENTENCE BELOW SHOULD BE CAPITALIZED? The danes belong to the caucasian race.
Danes Caucasian	Capitalize school subjects that are also the names of languages. **51** *French, Latin, English* PLACE CAPITALS WHERE NECESSARY IN THE SENTENCE BELOW. In the morning we study spanish, mathematics, and science.
Spanish	WHICH SCHOOL SUBJECTS BELOW SHOULD BE CAPITALIZED? **52** russian woodwork biology greek grammar

Russian
Greek

53 PLACE CAPITAL LETTERS WHERE NECESSARY IN THE SENTENCES BELOW.

a. Many swiss and dutch people have blonde hair.
b. Many eskimos live in the North.
c. Canada's cree indians are friendly with the blackfeet.

a. Swiss
Dutch
b. Eskimos
Mongolians
c. Cree Indians
Blackfeet

54 USE CAPITAL LETTERS, IF REQUIRED, AND COMPLETE THE STATEMENTS BELOW.

a. Art, ...usic, and erman are
b. Are ndians really ?

a. music
German
b. Indians

BIBLICAL TERMS, RELIGIONS

55 Capitalize Biblical terms referring to God or Jesus.

the Messiah *the Saviour* *Christ* *Father*

WHAT WORDS SHOULD BE CAPITALIZED IN THE SENTENCE BELOW?

We will pray to the lord, our saviour.

Lord
Saviour

56 Pronouns such as *He*, *Thou*, *Our*, *His*, *Thine*, *Thee* should be capitalized when they refer to God.

We thank Thee for our food.

COMPLETE THE STATEMENT BELOW.

Thee is capitalized because

it makes reference to God.

57 WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY?

a. We thank Thee, O Lord, for our food.
b. We thank Thee, O Lord, for Our food.
c. We thank Thee, O lord, for Our food.

58

Capitalize all religions, religious denominations, and names of specific churches.

Hindu Catholic Baptist Lutheran Church

WHICH SENTENCE BELOW IS CAPITALIZED CORRECTLY?

a. The United and Anglican churches have discussed union.
b. Are there many Japanese who are buddhists?
c. Grace United church has a large congregation.

a.

59

PLACE CAPITAL LETTERS WHERE NECESSARY IN THE SENTENCES BELOW.

a. Almost 300,000,000 hindus worship many gods.
b. Do many of the turks attend moslem churches?
c. Lutheran and methodist churches are protestant.

a.

60

COMPLETE THE STATEMENTS BELOW. USE CAPITAL LETTERS WHERE THEY ARE REQUIRED.

a. All rotestants, ...oslems, and ews should
b. St. Barbara's atholic urch
.....

a. Hindus
b. Turks
Moslem
c. Methodist
Protestant

61

ANSWERS TO CAPITALIZATION TEST ON PAGES 111 AND 112

1. mathematics	7. avenue	13. north
2. correct	8. correct	14. general
3. city	9. the	15. gods
4. uncle	10. high	16. mayor
5. correct	11. school	17. for
6. of	12. president	18. correct

a. Protestants
Moslems
Jews
b. Catholic Church

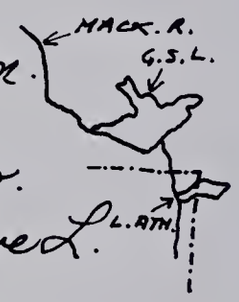
CHAPTER IX

A Few Notes on Notemaking

THINKING ABOUT LANGUAGE

See whether you can understand the running notes below. They were taken by a student during a lesson on Canadian explorers.

Sir Alex. Macken.



1. Fam. NW expl.
2. To Cda — 1779 — worked NW Co.
3. 1789 from L. Ath to Gt. Slave L.
4. From G.S.L. to Arct.
5. Only 4 b.b. canoes — many dangers
6. Mack. R. named after him

Later, these abbreviated running notes were developed into the paragraph below.

Sir Alexander Mackenzie

Sir Alexander Mackenzie was a famous explorer of northwest Canada. Mackenzie came to Canada from Scotland in 1779 and worked for a few years for the North West Company.

In 1789 he started his journey from Lake Athabasca to the Arctic.

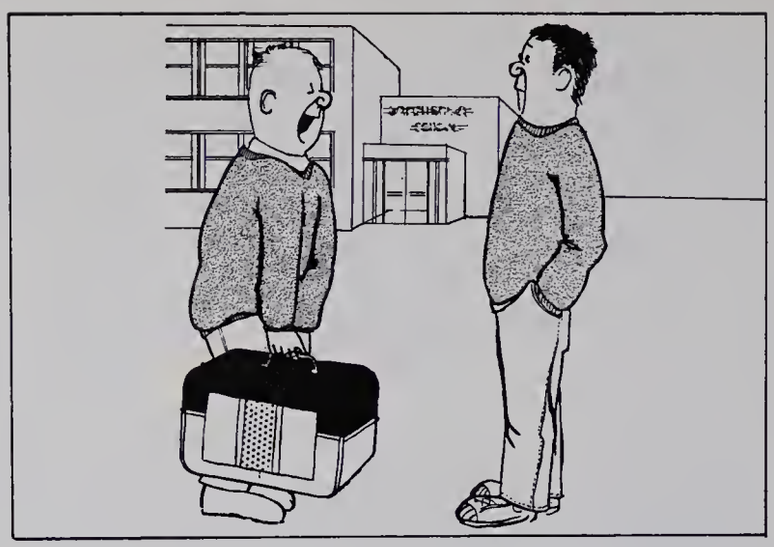
First he went to Great Slave Lake. From there his party headed, in four birch bark canoes, down a great river which flowed to the Arctic Ocean. After facing many dangers, Mackenzie and his men reached the ocean. The great river which Mackenzie explored was named after him.

STOP and Think

1. Would the running notes be a good set to include in your notebook? Give reasons for your answer. Could some other reader understand these running notes?
2. Do you think that the notes in paragraph form are more useful than the running notes? Why? When would you take running notes? When would you write notes in paragraph form?

DON'T LOSE THE MAIN IDEAS: NOTES HELP YOU LEARN

Notetaking and notemaking will become increasingly more important to you throughout your remaining years in school. Well-organized notes are necessary for efficient learning. They help you recall the important ideas and interesting details presented or discussed in class. Even a good memory fails when you try to recall all the important discussions, reports, and lessons covered in a two- or three-month period. Good notes and good marks very often go hand in hand.



"Notetaking isn't a problem any more. I use Pop's tape recorder."

Notetaking and notemaking are not easy skills to master. They require patience and especially good listening and reading habits. Furthermore, they require the ability to get the main idea of the lesson being presented or topic being read and the ability to state this idea in your own words. This skill of getting the main idea and restating this idea in your own words is known as *paraphrasing.*

Simply copying the words of others from a textbook into your notebook and passing them off as your own notes is really quite dishonest. A writer who takes the statements of others and passes these statements off as his own is guilty of plagiarism (plā'jə riz əm). Learn to make your own notes. Avoid being a plagiarist.

EXERCISE I: Paraphrasing Sentences

1. To become a good notemaker, you must be able to paraphrase sentences and groups of sentences so that later you may recall more readily the facts and ideas contained in those sentences.

 Examine the sentence below.

 Employees suffered many injustices until the latter half of the nineteenth century.

 You may have to read this sentence several times to understand it. It is quite likely that you may even refer to your dictionary to assist you. How would you write the sentence meaningfully in your own words? Is the

following sentence (in paraphrased form) more meaningful and easier to remember? Why or why not?

Workmen were not treated fairly until after 1850.

2. Paraphrase the sentences below. You may have to consult your dictionary for some word meanings, so that the ideas may be expressed in your own words.

(a) The alliance of Indian tribes in Eastern Canada frustrated the fur trading companies.

(b) The craters on the moon's surface indicate general volcanic activity during some phase of the moon's development.

(c) There are few semi-independent nations in the world today; most countries are now sovereign states.

(d) The crossbow was a frightening instrument of destruction.

(e) Pro-Western powers were at loggerheads with the junta.

EXERCISE II: Paraphrasing Paragraphs

1. To find information that you need, you often have to read several sentences or several paragraphs in a reference book or a textbook. To record what you have read, you must paraphrase and summarize the information or ideas in your own words in note form.

Examine the information in the statement below.

> CORSAIR, a pirate or sea robber, and particularly those rovers who in former times cruised from the Barbary ports (see Barbary Coast), such as Algiers, Tunis, or Tripoli. They preyed upon shipping in the Mediterranean and in the Atlantic Ocean, ravaging the coasts and seizing shipping as far N. as the British Isles and even Iceland.
>
> Funk & Wagnalls,
> *Standard Reference Encyclopedia*

Now examine the sentence below, which paraphrases the same information.

A corsair was a pirate who robbed ships in the Mediterranean Sea and Atlantic Ocean.

Is the main idea of the original paragraph retained in the paraphrase? Have the examples been left out? Have a number of difficult words been omitted and have easier words been substituted?

2. What do you do when you paraphrase?

 (a) Do you look for single words that express the same idea or meaning that a group of words does?

 (b) Do you try to avoid too many adjectives or adverbs?

 (c) Do you use words that will help you recall and remember the lesson or the materials you have studied?

3. The main idea of a paragraph must be retained in the paraphrased version. Read the short paragraphs which follow. Express the main idea of each of the paragraphs in a single sentence.

 (a) The Victoria Cross is a military award conferred on members of British Commonwealth armed forces. It is awarded for extreme bravery during wartime. A highly prized decoration, this award has been presented to hundreds of gallant men since the year 1856.

 (b) Malaria is a disease afflicting warm-blooded animals in the regions of the tropics. Birds, monkeys, and men are too often victims of this dreaded fever. If the Anopheles mosquito could be annihilated, malaria would disappear.

 (c) Comets still puzzle astronomers. These incandescent fireballs generally consist of a luminous head followed by a long tail. Most observers are convinced that the tail consists of nothing but light.

EXERCISE III: Paraphrasing News Stories

1. A newspaper headline quite often summarizes or paraphrases the short news story which it heads. Often the

headline is very short and is written to catch the reader's eye. Nevertheless, it is a form of paraphrasing.

Read the news story which follows. You will notice that it lacks a news headline.

> The U.S. Air Force, hit by a new wave of unidentified flying objects in the sky, said recently persons are apparently seeing stars.
>
> In answer to questions about reports from the southwestern part of the U.S., a spokesman said:
>
> "Initial study of reports received would indicate that the observations were astronomical in nature. The objects observed may have been the planet Jupiter or the stars Rigel, Capella, Betelgeuse, or Aldebaran which were visible."
>
> The spokesman said there was no indication at this time that any of the reported objects were actually tracked on radar.
>
> Free Press Weekly

(a) Which of the headlines below would serve best as a paraphrase of the news story?

(i) Flying Objects Impossible to Trace on Radar

(ii) Flying Objects Probably Stars

(iii) Flying Objects Really Planets

(iv) Flying Objects Are Real

(b) Why would you reject three of the headlines above?

2. Bring to class a short news clipping about some accident, robbery, sports victory, or other news-worthy event. Write three headlines for your news clipping, but be careful to include only one which really summarizes the main idea of your news story. Your teacher may ask you to read your news story and the three headlines to the rest of the class. See if they listen carefully enough to be able to detect the right headline.

EXERCISE IV: Taking Running Notes

Taking notes while someone is giving a report can be a difficult task. Often the ideas are presented too rapidly by the speaker. Sometimes the report is not summarized by the speaker and it is necessary to recall much of the report later, when the notes are being organized.

Getting the main ideas and important supporting details for full notes becomes easier if you use some form of abbreviated *running notes* to record the main points that a speaker makes. Later, you can examine your running notes, select the main ideas and details, organize them, and expand them into full notes.

Earlier in this chapter you read some abbreviated running notes of a lesson on Alexander Mackenzie. What meaningful abbreviations might you use for the following words and phrases in taking running notes of an oral report on Mackenzie? Copy the words into your notebook. Opposite each word, in your notebook, write the abbreviation which you might use.

Word or Phrase	*Your Abbreviations for Your Running Notes*
Canada	Cda.
interior of British Columbia	
Indians of Central B.C.	
dangerous rivers	(Write your abbreviations in your notebook.)
discover	
important achievement	
explore	
settlement	
tributaries of the Peace River	

EXERCISE V: Expanding Running Notes

See if you can expand most of the material in the running notes below into a well-organized paragraph of about seventy-five words. You may require a dictionary or a reference book to assist you.

Robert Service
Cdn. poet and writ. Born Eng.
Worked in B.C. farmer and bank tell.
Trans. to Yuk. 1906
Writing on North gold prosp.
Best kn. poem Shoot. Dan McGrew
..... Crem. Sam McGee

CHAPTER X

Focussing In on Ideas

THINKING ABOUT LANGUAGE

Read the selection that follows.

(1) The eye is calm. (2) Waterspouts are similar to tornadoes. (3) As the hurricane, with the combined force of dozens of thunderstorms, approaches land, it is small wonder that people living in its path are alarmed. (4) In the center of the expanse of cloud is the eye, a clear funnel sometimes reaching twenty-five miles across, extending down to the surface of the earth. (5) A hurricane is of unbelievable size and force. (6) Air moves around a tornado at an estimated speed of 200 to 800 miles per hour. (7) The clouds which surround it extend several hundred miles across and rise to a height of ten miles. (8) However, around the calm center, winds blow with a force as high as 200 miles per hour.

STOP and Think

1. The sentences above, which originally made a paragraph, have been mixed up. In addition, two sentences which do not belong have been included. How does this scrambling affect the meaning of this passage? What suggestion can you make, from this example, about writing a group of sentences on one subject?

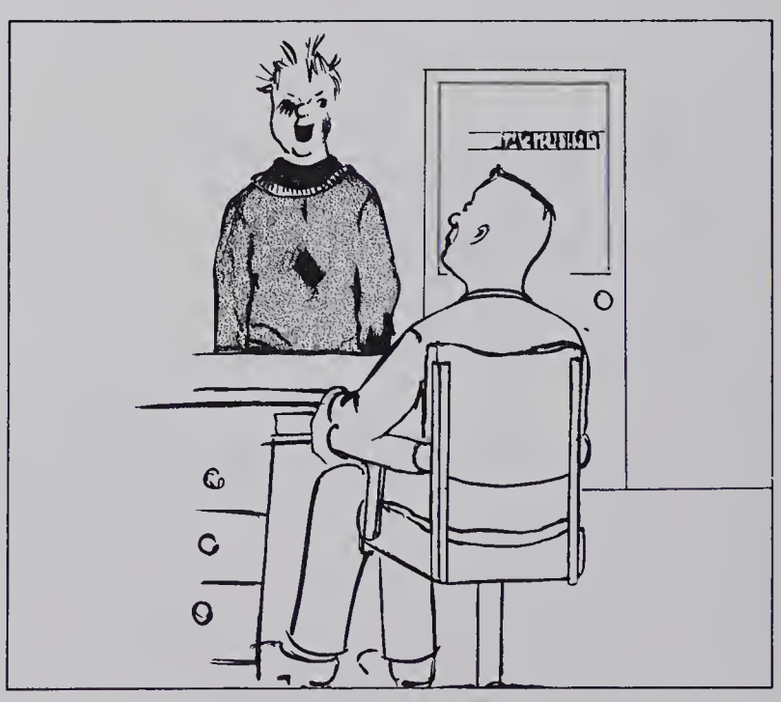
2. What is the subject, or topic, to which most of the sentences refer?
3. Which two sentences refer to other topics and, therefore, do not belong in this group?
4. Arrange the remaining six sentences in the order in which you think that they develop the topic most clearly. Be prepared to explain, in class, why you arranged the sentences as you did.

THE PARAGRAPH: WHAT IS IT?

In a number of exercises in previous chapters in this book you have been asked to write a *paragraph*. Even in the grades before this one you were required to write paragraphs. Have you ever stopped to think what a paragraph is?

EXERCISE 1: Recognizing a Paragraph

Read the selection on page 135, then answer the questions which follow it. The sentences in the selection are numbered, so that they may be referred to easily.



"I'm not scared to tell you what happened, Sir. I'm just trying to think of the best way to start the story."

(1) Thomas Edison experimented with many materials before he discovered one which would glow steadily, in the electric light bulb, without burning up. (2) Light bulbs give off a bright, even light. (3) Platinum wire melted. (4) A different kind of bulb is a flower bulb. (5) Most people like flowers. (6) Other materials glowed briefly, then burned out. (7) Today, when a light bulb burns out, it is thrown away and replaced with a new one. (8) Garbage men pick up the things that are thrown away. (9) Finally, he tried a carbon filament, made of cotton thread, in the glass bulb; it lasted forty-five hours. (10) Forest fires sometimes last for days. (11) Many types of electric light bulbs have now been developed. (12) Later, Edison discovered that bamboo fibre burned longer and better in the electric light bulb than cotton did.

1. At first glance, what would lead you to believe that the selection above is a paragraph? Explain.

2. After reading the selection closely, do you still consider it to be a paragraph? Why or why not?

3. In the first sentence, what does the writer state that he will write about?

4. (a) In a way, in his first sentence, the writer promises that he will tell us something about, or *develop*, a specific topic. In the rest of the selection, does he stay on the topic which he stated he would develop?

 (b) Which sentences specifically develop the topic which is stated in the first sentence?

 (c) Which sentences relate to the topic in a general way, but do not actually develop it?

 (d) Which sentences do not relate to the topic at all?

5. Earlier in this book, the point was made that language is the expression of thought. What does this selection tell about the way the writer has thought about this topic?

6. Using what you have learned from answering the questions in this exercise, write, in no more than three sentences, your own definition of a paragraph.

An Indentation Does Not Make a Paragraph

A paragraph, such as this one, can usually be recognized in a book by the indentation — the space that is left before the beginning of the first sentence. However, the indentation is only a sign of a paragraph. This sign helps the reader follow the writer's ideas more easily. In the same way that a capital letter at the beginning of a sentence warns the reader that a new idea of sentence length is being started, so an indentation signals that an idea expressed in several related sentences follows. Sometimes, especially in long works, a paragraph may consist of a single sentence.

Related Ideas Make a Paragraph

The sign (the indentation), however, does not make a paragraph out of a number of sentences. It is the special way in which a group of sentences are related to each other that makes them a paragraph. A paragraph, therefore, normally consists of a group of statements which form a unit of thought, usually longer than one sentence.

EXERCISE II: Use the Definition: Examine a Paragraph

A definition is useful. It becomes meaningful, however, as you examine the thing defined.

A. To test the definition and to learn in another way what a paragraph is, read the selection below. Then study the comments and answer the questions which follow it.

The paragraph is taken from a book by Richard Byrd. In it he describes his experiences wintering alone at a remote base in the Antarctic. His living quarters were under the snow.

(1) After I'd been at Advance Base a little while I could tell exactly what clothing I would need topside for what I was going to do. (2) If it were a matter of taking a quick

observation, I'd just slip on a canvas windbreaker, mittens, and a woollen cap that pulled down over the ears. (3) If I had shovelling to do, I'd substitute a helmet for a cap, and add windproof socks, pants, and a parka. (4) Walking, I'd wear a woollen parka under the windproofs, which are nothing more mysterious than fine-spun unbleached cotton blouses and pants, made of material no heavier than ordinary sheeting. (5) I've felt wind cut through half an inch of wool as if it were nothing at all; whereas, paper-thin windproofs, closed at the ankles, chin, and waist with draw strings or elastics, were scarcely penetrated. (6) The ideal material is not completely windproof, but lets enough air through to prevent moisture from collecting. (7) At 65° below zero, I usually wore a mask. (8) A simple thing, it consisted of a wire framework overlaid with windproof cloth. (9) Two funnels led to the nose and mouth, and oval slits allowed me to see. (10) I'd breathe in through the nose funnel, and out through the mouth funnel; and when the latter clogged with ice from the breath's freezing, as it would in short order, I brushed it out with a mitten. (11) On the very cold days, if I had to be out two hours or more, I usually wore my fur outfit (pants, parka, mittens, and mukluks), which were made of reindeer skin, the lightest and most flexible of the warm furs. (12) Thus protected, I could walk through my own inhospitable world as well insulated as a diver moving through his.

Richard E. Byrd, *Alone* (adapted)

1. This paragraph is about the clothing which Byrd wore in the Antarctic. This is the subject or *topic* of the paragraph.

 However, many different things could be said about this topic. Byrd has chosen to write about one specific part of the topic. He does not tell how the clothing was made, or compare it to tropical clothing, or describe how he cared for it through the winter. The *statement* which he makes about the topic is that the kind of Antarctic clothing he wore depended on what he had to do.

 In which sentence does Byrd actually make this statement about the topic? This sentence is called the *topic sentence* of the paragraph.

2. (a) In four of the remaining sentences, Byrd develops the statement which he made in the topic sentence. In each of these sentences, he first mentions something that he had to do, then describes the clothing which he wore for the occasion. In this way he relates these sentences to the topic sentence. Identify these four sentences.

 (b) Below are two key phrases from the topic sentence. Each heads a separate column. Copy them into your notebook. Using every second line, down the left-hand margin, write, in order, the numbers of the sentences which you identified in 2 (a). From each sentence which you identified, select the information which tells, first, what Byrd was going to do and, second, what clothing he wore for that occasion. Opposite the number which identifies the sentence in your notebook, write each of the two pieces of information in the column provided for it. (Can you follow directions?)

Column I	*Column II*
What I Was Going to Do	What Clothing I Would Need

 When you have finished Question 2 (b), look at what you have written. Do you see how Byrd has related these four sentences to the topic sentence of the paragraph?

3. You have now seen how five of the twelve sentences in the paragraph are related. In one of the remaining sentences, Byrd tells of an additional item of clothing which he wore, without stating *in this sentence* what he did when he wore it. Identify this sentence. Explain how it relates to the rest of the paragraph.

4. (a) Between sentences (1) and (7) are two sentences that do not relate directly to the statement which Byrd made in the topic sentence. However, they still contribute to the statement by explaining something in one of the sentences which you identified in Question 2 (a). Identify the two sentences referred to above. What do they explain?

(b) Similarly, between sentences (7) and (12) are three sentences which do not relate directly to the statement made in the topic sentence, but which explain something mentioned in another statement in this part of the paragraph. Identify these three sentences and tell what each explains.

5. Sentence (12) serves a special purpose in the paragraph. It "ties up" what Byrd has said in the paragraph; it is the *concluding sentence*. Each of the sentences below describes one way of concluding a paragraph. Select the one which best describes Byrd's concluding sentence.

 (a) The concluding sentence restates the statement made in the topic sentence.

 (b) The concluding sentence summarizes what was said in the paragraph.

 (c) The concluding sentence tells the effect of the things written about in the paragraph.

 (d) The concluding sentence states an overall impression which the information in the rest of the paragraph gives.

6. You see that all the sentences in the paragraph are related to each other and deal with a single main idea. When the sentences in a paragraph show this kind of relationship, the paragraph is said to have *unity*.

B. Read the selection below, and answer the questions which follow it. The paragraph describes men who trapped for furs in the western United States in the early 1800's.

(1) His features, costume, and equipment made the mountain man an unusual person. (2) He was almost Indian-colored from exposure to the weather. (3) His hair hung from his shoulders. (4) He was bearded. (5) His outer clothes were of buckskin, fringed at all the seams. (6) The jacket sometimes reached to the knee over tight wrinkled leggings. (7) His feet were covered by moccasins made of deer or buffalo leather. (8) Around his waist was a leather belt into which he thrust his flintlock pistols, his

knife for skinning or scalping, and his shingling hatchet. (9) Over one shoulder hung his bullet pouch, and over his other his powder horn. (10) To the belts were attached his bullet mold, wiper, and an awl for working leather. (11) When he moved, he shimmered with fringe and rang and clacked with pieces of equipment of metal and wood. (12) The most important of these were his traps, of which he carried five or six, and his rifle with its slender, separate crutch of hard wood. (13) For the gun, which had two locks and a hand-made, soft-iron barrel, he kept about him a hundred flints, twenty-five pounds of powder, and several pounds of lead. (14) Peering vividly out from under his low-crowned hat of rough wool, he was an American original, as hard as the hardest thing that could happen to him.

Paul Horgan, *Great River* (adapted)

1. In Question A you were helped to examine the way in which the sentences in a paragraph are related. In this exercise you will be more on your own.

 (a) What is the *topic sentence* of this paragraph?

 (b) What is the *topic* of the paragraph?

 (c) The writer could have told us about the dangers the men faced, or about the reasons which led them to choose the life they did, or about the way in which they hunted and trapped. However, the writer chose to make a different statement about the topic. What *statement* about the topic does the writer make in the topic sentence?

2. (a) Though you may not have used the word *appearance* in your answer to 1 (c), that word could be used with respect to the statement which the author makes about the topic. In the topic sentence the author lists three items which make up appearance. What are these three items?

 (b) Use the words which name the three items as headings of three columns, across your notebook, as follows:

 I II III

 In each column write the numbers of the sentences that relate to the item heading that column.

(c) Which sentence, besides sentence (1), does not fit as well as the others do into any one of these columns?

3. Within the paragraph, one sentence seems to break the long list of details. It also acts as a part-way conclusion to what has preceded it and as a reintroduction to what follows it. Identify this sentence.

4. Sentence (14) supplies a detail about the mountain man's costume. However, it also serves mainly as the concluding sentence of the paragraph. Which of the sentences in Question A5 best describes this concluding sentence?

C. The way in which a paragraph is written is called its *structure*. In Questions A and B, in this exercise, you examined the structure of two paragraphs.

The paragraph which follows imitates the structure of paragraph B.

(1) His features, costume, and actions made the old man a terrifying person. (2) He had a face that looked like a dried prune. (3) His crooked teeth gleamed through the long tangled hair that hung in strands over his face. He was stooped. His clothes were old and ragged. (4) The old overcoat hung around him like an evil magician's cloak. (5) Around his waist was a rope belt into which he had thrust a hammer and a knobby stick. (6) In one hand he carried a lantern and in the other a dead chicken. (7) When he walked, he stumbled and swayed like a man who was badly wounded. (8) Glaring out from under his oversized cap, he was a monster, as frightening as anything I had ever seen.

1. Besides imitating the structure of paragraph B, paragraph C also imitates some of the sentence patterns of that paragraph. List the numbers (1) to (8) down the page of your notebook to represent the numbered sentences in paragraph C. Opposite each number write the number of the imitated sentence in paragraph B.

2. Use one of the topic sentences, below, to write a paragraph imitating the structure of paragraph B, as paragraph C does. You need not imitate every sentence in paragraph B. You may even alter, somewhat, the patterns of the sentences which you do use.

 (a) Her make-up, costume, and accessories made the actress stand out like a dragonfly on an ant hill.

 (b) His features, clothing, and equipment suggested that the cowboy was a timid person.

 (c) His features, uniform, and equipment indicated that the soldier was careless.

 (d) In features and dress, the child looked like a mischievous brat.

 If you wish, select your own topic and use a topic sentence following the pattern of the examples above.

A Second Look: What Is a Paragraph?

Earlier you read that a paragraph consists of a group of sentences which form a unit of thought. In examining each of the two paragraphs in the preceding exercise, you saw that each sentence related to the statement that the writer had made about the topic in the topic sentence.

Thus, the sentences which make up a paragraph express a single pattern of thought. The paragraph shows the way in which a writer has thought about a topic and indicates the way in which the writer's ideas about the topic fit together.

THE KEY TO THE PARAGRAPH: THE TOPIC SENTENCE

In earlier chapters you were reminded that in listening and reading you need to be alert for the central or main idea.

If you recognize the central idea, you can relate the other parts of what you hear or read to it and, as a result, can understand the subject better.

In a great many of the paragraphs that you read, particularly in paragraphs that give information, the writer has expressed his central idea in the topic sentence of each paragraph. You may, however, often need to go beyond the topic sentence for additional details in order to get a full and accurate understanding of the central idea.

In a way, in writing, you reverse the skill which you use to find the central idea in reading. When you read, you look for the central idea, then tie or relate the details — the supporting ideas — to it. When you write, you usually need to have your information — your details — first. Then you think about a main statement to which you can tie or relate these details, and under which you can organize your ideas. In a paragraph, this statement becomes the topic sentence.

Most of the paragraphs which you will need to write will require topic sentences. You have already read some things about them in the first part of this chapter. The following sections in the chapter will provide more practice in developing your skill in writing topic sentences.

EXERCISE III: Practise What You Know About the Topic Sentence

Read the selection below. Then answer the questions that follow.

> (1) The papyrus plant is a kind of swamp grass that grows in river mud. (2) It sometimes grows to a height of ten feet and its roots are as thick as a man's arm. (3) The Egyptians probably transplanted it from what is now Ethiopia and raised it in the Nile Delta. (4) Ropes, mats, clothing, even the sails of boats were made from it, and the stalk could be cooked and eaten as well! (5) The making of paper from papyrus is not an easy process. (6) The pith has to be removed from the inside of the stalk.

(7) It is then cut into strips as thin and wide as possible. (8) These strips are placed in rows very close together. (9) They are covered with paste made of flour and boiling water and then overlaid with a layer of strips running the opposite way.

(10) The two layers of pulp are beaten gently until a thin sheet is obtained; this is dried in the sun, and finally polished by burnishing with an agate or a smooth shell. (11) Egyptian papyrus became the most generally used writing material of the ancient world. Alexandria grew to be the center of the papyrus industry and her papyrus was exported in huge quantities. Many of the great manuscripts of early Greek and Roman literature were written upon it.

Oscar Ogg, *The 26 Letters* (adapted)

1. The second and third paragraphs in the above selection are not indicated correctly; the indentations have purposely been shown in the wrong places. Using what you know about paragraphs and topic sentences, decide which sentences should properly begin the second and third paragraphs. You do not need to rearrange the order of the sentences.

 (a) Which sentence should be the topic sentence beginning paragraph two?

 (b) Which sentence should be the topic sentence beginning paragraph three?

2. This question and those that follow refer to the paragraphs as you have identified them in Question 1, and *not as they are indicated in the selection* which is printed above.

 (a) What is the topic which is dealt with in each of the three topic sentences? Give a separate answer for each topic sentence.

 (b) What statement does the writer make about the topic in each of the three topic sentences? Give a separate answer for each topic sentence.

3. The central idea of the first paragraph is only partly stated in the topic sentence. What is the central idea of this paragraph?

4. Is the central idea stated quite fully in the topic sentence of paragraph two? What is the central idea of this paragraph?

Where Is It Found? The Position of the Topic Sentence

In the examples which you have examined thus far in the chapter, the topic sentence has been the first sentence in each paragraph. However, this need not always be its position. The next exercise will show you some other positions for the topic sentence.

EXERCISE IV: Find Out More About the Topic Sentence

A. Read the following selection.

> The line of snow on the hills slowly lowered, then disappeared. The brown of the valleys gradually changed to a tweedy green. Barren branches began to show buds. At the sound of a honk, children looked upward to see a "V" of geese winging south. In the once-dry creek bed, the water first trickled, then rippled, then foamed to the top of the banks. Spring had come to the foothills.

1. (a) What is the topic sentence of this paragraph?

 (b) In what position is it in the paragraph?

2. (a) Could the topic sentence be placed in another position in the paragraph without affecting the unity of the paragraph?

 (b) Why do you think that this topic sentence has been placed where it is?

3. (a) What is the topic with which the topic sentence deals?
 (b) What is the statement made about the topic?

B. Helen Keller lost her sight and her hearing before she was two years old. The paragraph which follows is from her autobiography and relates one incident in her learning to communicate.

> We walked down the path to the well house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool water gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.
>
> Helen Keller, *The Story of My Life*

1. What is the central idea of this paragraph?
2. What is the topic sentence of this paragraph? If you cannot find a topic sentence, examine the paragraph for clues which may help you explain why some satisfactory paragraphs may not have topic sentences. Briefly, describe the kind of paragraph which may not have a topic sentence.

C. In selection B, Helen Keller tells about an important moment in her life. Write a paragraph in which you describe an important or unusual incident in your life. Use a topic sentence to start the paragraph.

Focussing In on the Topic Sentence

You see now that the topic sentence, most commonly, is the first sentence in the paragraph. Sometimes, although near the beginning, it may be the second or third sentence. Occasionally, it may be the last sentence in a paragraph,

placed there to emphasize the central idea. Some paragraphs do not have a topic sentence at all. Usually, such paragraphs are found in stories.

Although, in a paragraph, the topic sentence can be in several different positions, in the exercises that follow it is treated as if it were always the first sentence. In most paragraphs, the topic sentence is, in fact, the first sentence. You should remember, however, that it can appear elsewhere. In your writing, you will sometimes want to put it in other positions. However, you should remember that you must have a reason for putting the topic sentence in another place in the paragraph.

Topic Sentence = Topic + Statement

You have already seen, from previous examples, that the topic sentence mentions a topic and makes a statement about the topic.

To review this point, look at the topic sentences of four of the paragraphs examined in this chapter.

1. His features, costume, and equipment made the mountain man an unusual person.
2. The papyrus plant is a kind of swamp grass that grows in river mud.
3. The making of paper from papyrus is not an easy process.
4. Egyptian papyrus became the most generally used writing material of the ancient world.

The topic of the first sentence is the mountain men (although the author uses the word *man* to stand for the group). The statement made about the topic is that the *mountain men* were *unusual* in *features*, *costume*, and *equipment*; that is, in appearance.

The topic of all three of the remaining topic sentences is papyrus. (Have you guessed that our word *paper* comes from

papyrus?) However, each statement made about the topic is different from the others. The statement in the first topic sentence is that *papyrus* is a *kind of swamp grass*. Put another way, the statement tells about the plant from which the paper, papyrus, is made. The second statement relates to the making of the paper; it tells that the *making of paper* is not an *easy process*. The statement about the topic in the third sentence is that papyrus was the most *generally used writing material* of the *ancient world*. Thus, the same topic is the basis of three different paragraphs.

The statement made about the topic dictates what should be said in the sentences that follow, in order to develop a paragraph which has unity. In the paragraph, the topic sentence is a *general statement* which announces the topic and states the boundaries of it. The sentences which follow are *supporting statements*, which expand in specific detail the statement made about the topic in the topic sentence. In this way the topic sentence gives *direction* to the paragraph.

A Key to the Key: Key Words in the Topic Sentence

As the topic sentence is the key to the paragraph, so certain words are key words in the topic sentence. They make it possible for us to see the idea in the general statement.

In the preceding section, in which the four examples of topic sentences are discussed, the key words in each of the sentences are shown in italics. By studying the sentences carefully, you will see how the key words tell precisely what is to follow in the paragraph. Thus, in sentence 1, the key words tell us that everything in the paragraph must be about *mountain men*, that the paragraph must deal only with their *features*, *costume*, and *equipment*, and that only those things should be stated, about features, costume, and equipment, which tell how the men are *unusual* in appearance. Nothing else can go into this paragraph.

Similarly, in topic sentence 3, the key words tell precisely what is to follow in the paragraph. All supporting statements

must be about the *process* of *making paper*, not of making clothing or weapons. The supporting statements must tell of the making of paper *from papyrus*, not from wood pulp or flax fiber. Finally, they must show that the making of paper from papyrus is *not easy*. Statements which would not agree with these key words would not belong in this paragraph. Through the key words the topic sentence *controls* the paragraph.

Finding the right key words for the statement which you wish to make about a topic in a topic sentence, and using the key words to test your supporting statements to see that they give specific details about the idea in the topic sentence, are two very important skills in paragraph writing.

EXERCISE V: Use What You Know About the Topic Statement and Key Words

1. You now realize that a topic is only one of the things you must consider before writing a paragraph. You need, also, to decide on the statement which you wish to make about the topic, and thus develop a topic sentence which expresses your statement fully and accurately.

 A variety of statements can be made about most topics. On the topic of examinations, the following are some of the statements which can be made:

 Examinations are necessary.

 Examinations are a waste of time.

 Several reasons can be given as to why examinations should be abolished.

 Setting a fair examination is a difficult procedure.

 Examinations are not a problem; it is the parents' reaction to the child's marks that causes difficulties.

 Notice that in these topic sentences, not only can the statements differ, but the sentence patterns can vary as well.

(a) Select two of the following topics. For each topic write five topic sentences, in each of which you make a different statement about the topic. Try to vary the sentence patterns.

(i) television
(ii) sports
(iii) school parties
(iv) a school subject
(v) summer vacation

(b) Underline the key words in each of the topic sentences you have written in (a).

2. The process of writing a topic sentence can take several forms. Sometimes the entire general statement, the topic sentence, comes to mind first; then the supporting ideas have to be selected. At other times the supporting ideas come first, and give clues for key words; then a general statement which will permit you to use the supporting ideas has to be developed. Thus, wanting to use the key words *Canada*, *wheat*, *world*, you may write a topic sentence such as one of the following:

Canada is one of the great wheat-growing nations in the world.

Canada sells wheat throughout the world.

The increasing population of the world will create a greater demand for wheat from Canada.

The topic sentence that you write will depend on the topic you want to emphasize and on what you want to state about it.

For each set of key words below, write two topic sentences which include the words. Underline the key words in each sentence.

(a) cars, trains, airplanes
(b) skating, hockey, skiing
(c) relaxation, movies, enjoyment
(d) Canada, industry, oil
(e) Columbus, North America, difficulties, voyage

3. Using *one* of the topic sentences which you have written for Questions 1 and 2, write a paragraph. Check the supporting statements in your paragraph against the key words in the topic sentence. Prepare a final copy by using the writing guides which you learned in Chapter V.

Concentrate on the Specific: Make the Topic Sentence Precise

The topic sentence is important. Whether your written paragraphs are successful or not will depend to a large degree upon your skill in writing topic sentences.

You now know a number of things about the topic sentence. You are now ready to learn how to improve the topic sentences which you write. As with all areas of language, improvement here depends on your thinking about your subject carefully. The exercise which follows points out some of the things you should think about in trying to improve your topic sentences.

EXERCISE VI: Refine the Topic Sentence

1. The key words in the topic sentence must cover all the ideas in the supporting statements in the paragraph.

 In each of the three paragraphs below, the topic sentence does not completely cover the ideas in the supporting statements. Revise each topic sentence so that the key words include all the ideas in the supporting statements.

 (a) Dogs are kept for enjoyment and protection. Adults as well as children like them for pets because dogs are playful, friendly, and intelligent. Hunters use dogs to find and to retrieve game. Where security is important, specially trained dogs are kept to protect property.

 (b) David Thompson's explorations took him to many of the rivers and mountain passes in Alberta. He surveyed the

Peace, the Athabasca, the Saskatchewan, and the Bow. His journeys led him through the Athabasca Pass. He stopped at the trading posts, from Fort Vermilion in the north to Banff in the south.

(c) The boy was curious and brave. There was hardly a tree in the woods that he had not climbed in search of nests. He had crawled onto the thin ice of the lake to save his dog, which had broken through. However, whenever a strange person spoke to him, he would drop his blushing face and answer so quietly that it was barely possible to hear what he said.

2. Beware of making your statement about the topic in your topic sentence too broad or too general. On such a topic as *airplanes* you may be tempted to write a topic sentence such as:

The story of the airplane is an interesting one.

The airplane has a long history.

As sentences, these are acceptable. As topic sentences, they may be too broad and general for developing a concise and effective paragraph. There are thousands of facts that would fit into a paragraph developed from either of these two topic sentences. To write a manageable paragraph you would need to select a few of the many facts. Whatever facts you selected, you would be able to deal only with a few points of the broad topic. The result would probably be a paragraph that was thin in information and generally ineffective.

Instead of the previous examples, you could write:

Jet airplanes have made travel faster and more economical.

The Wright brothers faced a difficult challenge as they prepared for the first flight of their airplane.

Within a decade we may be able to fly across the Atlantic in two hours.

Whenever you can, limit your topic. You can do this in several ways. Ask yourself questions about the topic:

What? When? Where? Why? How? One of these may lead you to a more limited statement about the topic. Consider supporting statements for the broad topic. See whether one of these can be turned into a topic sentence. Ask questions about the topic to see whether you can limit further what you know or what you have read about it. Call on your own experience. All these may help you.

If you limit your topic sentence, you will gain in several ways. First, you will usually be able to develop a better relationship between the sentences in your paragraph. Second, you will be able to develop your topic more fully. As a result, your paragraph will be of greater interest to whoever reads it.

(a) Below are five topic sentences which make broad and general statements about the topic. Write a new topic sentence for each, limiting the topic.

(i) Many men explored Canada.

(ii) I had an interesting summer.

(iii) Let me tell you about my weekly spending allowance.

(iv) There are many rivers in Canada.

(v) It is important to have friends.

3. You should also check your topic sentence to see that the statement made about the topic is clear and precise.

In each paragraph below, the topic sentence covers the ideas of the supporting statements, but it does so too broadly. Revise each topic sentence so that it states precisely the topic which is developed in the supporting statements.

Write a concluding sentence for each paragraph.

(a) Certain facts had been discovered before Columbus set sail for America. In 250 B.C., Eratosthenes had announced that the earth was about 25,000 miles around. Neccho had proved, in 600 B.C., that it was possible to sail around Africa to the Indian Ocean. The Polynesians had shown that it was possible to navigate accurately over several thousand miles of ocean. A means of measuring the speed of a ship at sea by a water-wheel and a tallypot into which a

pea was dropped after every revolution was perfected by the Romans about 500 A.D. For centuries seamen had known that they could probably find out in which direction the nearest land lay by releasing a land bird at sea.

(b) She was a wonderful woman. Always, she had cookies for us when we passed her house from school. When Mother was sick, my aunt came to our house every day to care for her and to cook for us. She had time to comfort a crying child and to wipe away the tears. Even animals knew her kindness. When a stray dog limped into her yard, she cared for him until he got well.

(c) Much can happen when you grow wheat. Drought can wither the young shoots in the spring. Too much rain will delay ripening and leave the grain at the mercy of fall snow. In the summer, if the frost doesn't damage the wheat, there is the possibility that hail will.

4. Write a paragraph, using one of the topic sentences which you wrote for Question 2.

Review What You Know About the Topic Sentence

The topic sentence is a general statement which usually comes at the beginning of a paragraph. It names the topic and makes a statement about it. The main words which serve this purpose in the topic sentence are the key words.

The topic sentence is important for several reasons. First, it states the central idea, or part of the central idea, of the paragraph. Second, it gives direction. It reminds the writer and, later, informs the reader, where the paragraph is going and what it will deal with. Third, the topic sentence controls the paragraph; it sets the boundaries, for writer and reader, within which all supporting statements must remain. All supporting statements must be related to the key words in the topic sentence. This relationship provides for unity in the paragraph. Fourth, the topic sentence has an effect on the structure of the paragraph; that is, on the way in which supporting sentences are used to develop the paragraph.

From Topic Sentence to Paragraph

You will have realized by now that writing a paragraph involves more than putting pen to paper. The writing involves, first, having information on the subject. Second, it means thinking about the subject and perhaps discussing it with others in order to get a clearer understanding of the material. Writing a paragraph requires thinking, beforehand, about the best way to organize the material, about what to use and what to leave out. It is after these first steps are completed, after the subject has been thought through, that the idea of the topic will emerge in organized form, as a paragraph. And after having been written it will still need to be altered and revised until what is finally stated represents clearly and precisely what you want to say.

CHAPTER XI

Secrets in Spelling

THINKING ABOUT LANGUAGE

Read carefully the letter of application below. It was written by a pleasant and reliable young high school graduate.

10642 – 29 Street
Edville, Alberta
February 28, 19

Mr. T. Black, Manager
Western School Sportswear
4642 – 101 Street
Edville, Alberta

Dear Sir:

I wish to apply for the position of school sales representative as advertised in the Edville Times on February 22.

I will be ninteen years old this comeing month. Atheletics has allwdys intrested me and I am familiar with many of

the school business managers who would be buying your firms' sportswear. Last year I recieved the atheletic award for boys in Zone 8 high schools.

If I am successful in geting this position I can begin work imediately.

Yours truely,
Jim Johnstone

STOP and Think

1. If you were Mr. Black, and had no other way to judge Jim except by this letter, would you give him the job?
2. State the reasons for your answer.
3. On looking at the letter he wrote, we see that Jim's main problem there is in spelling. Besides misspelling some longer words, Jim has also misspelled many common, everyday words such as *coming, nineteen, received, always,* and *truly.* What other spelling mistakes can you locate in Jim's letter?
4. Jim appears to be careless in spelling. Would he be careless about other things, too? How could an employer judge whether an applicant would be careless or not if he had only the letter by which to judge?



"Well, I've finally learned to spell 'pneumonoultramicroscopicsilicovolcanoconiosis', but I still don't know how many m's to put in 'coming'."

YOUR WRITING FINGERPRINT: SPELLING

Poor spelling creates a poor impression. In fact many adults, especially employers, consider poor spelling a sign of ignorance or extreme carelessness. Some employers feel so strongly about this matter that they give spelling tests to every person applying for a job. The poor spellers, of course, are turned away.

What Research Tells Us About Spelling

Did you know that thousands of dollars are being spent each year in an attempt to discover why some students cannot spell better? Language researchers have not discovered all the answers, but they have found out a number of very interesting things about spelling.

1. No two people follow exactly the same procedures in learning to spell. Spelling is a very personal process.
2. Many misspellings are the result of carelessness.
3. People who read widely are generally good spellers.
4. Short familiar words are misspelled more often than longer unfamiliar words.

5. Spelling interest is necessary for spelling success.
6. Learning a few simple spelling rules improves spelling.
7. A personal list of misspelled words which is reviewed in a planned way is one of the strongest planks in a spelling program.
8. A few memory (or *mnemonic*) devices assist a spelling program.
9. Students who correct their own spelling test papers seem to become better spellers sooner than students who have their test papers corrected for them.
10. Good spellers use the dictionary to check their spelling of words.
11. Students who develop a spelling awareness and who look for something different or interesting in each word become better spellers quickly.

Fish Is *Ghoti**: The Roots of English Spelling

We would have fewer spelling problems if all English words were spelled as they are sounded. Unfortunately, many words in English are not spelled as they are sounded. There are a number of reasons for this difference. Consider the *gh* sound in *bright*, *enough*, and *cough*, for example. The Anglo-Saxons who ruled England about 1,500 years ago pronounced the *gh* with a deep sound made in the back of the throat. The Normans who conquered the Anglo-Saxons softened the sound to an *f* sound as in *rough*. Still we go on spelling the words as they were pronounced a thousand years ago. *Knob* and *knee* were once pronounced with the *k* sound. We no longer pronounce the *k*, but the original spelling remains.

* If you are puzzled by this heading, the clues which follow will explain how someone suggested that *ghoti* can be a way to spell *fish*. Think about the sounds of the italicized letters in these words: tou*gh*, wo*m*en, na*ti*on.

Notice Chaucer's writing of almost 600 years ago.

> A KNIGHT ther was, and that a worthy man,
> That fro the tyme that he first bigan
> To riden out, he loved chivalrie,
> Trouthe and honour, fredom and curteisie.

Even the most familiar words look strange, but then we must remember that almost every letter, including the troublesome final *e*, was pronounced in most words in Chaucer's time. This does not mean that every writer in the 1300's spelled words in the same way, but it shows that English spelling, at that time, was closer to the actual sounds of the words than it is today.

Let's All Do It the Same Way: Spelling Becomes Standard

About 200 years ago, English scholars were determined to develop some order in their spelling. As a result, word spellings were fixed according to the judgements of such scholars as the famous Dr. Samuel Johnson. Some of the changes in the sounds of the English language were taken into account, but the scholars judged poorly on a great number of words. The *gh* letter combination, for example, continued to frustrate readers and spellers.

Although pronunciation of many of our words is still changing, our spelling today, with the exception of a few modernized spellings such as *nite* and *thru* (and these are not really acceptable yet), is based on rules and pronunciations developed hundreds of years ago.

No Hope for Now: New Spelling Is for the Future

In recent years, a new English alphabet has been widely publicized. In the future, this or some other new alphabet may revolutionize the spelling of many of our words. At present, however, we must do the best we can with the existing spelling of words.

Although the nature of the English language makes many spelling problems, this does not mean that you can do little to improve your spelling. A great deal can be done if you put your mind to it. The Five Point Plan below will improve your spelling if you put into practice the suggestions given.

A FIVE POINT SPELLING ATTACK PLAN

Develop a Spelling Awareness

Be very observant when you study the spelling of a new word. Look for any unusual letter formations in the word which may help you to remember its spelling. Take the word *stomach*, for example. Perhaps you could say to yourself that the spelling of *stomach* would make more sense if it were spelled *stomack*. You will remember that the *ch* may give you some difficulty. How will you make certain that you will not forget this problem part of the word? Perhaps you will associate the *k* sound of the *ch* in stoma*ch* with the *k* sound of the *ch* letter combination in *Christmas*. Or you may associate the spelling of stoma*ch* with mu*ch*. (There is mu*ch* in my stoma*ch*.)

The most important thing you must do in tackling the spelling of a difficult word is to look for or develop some clues that will help you spell the word.

EXERCISE I: Use What You Know About Spelling Awareness

1. Look closely at the words in the list below. Look for, or develop, at least two *spelling awareness clues* for each word, which will help you to remember its spelling. Remember to look closely for any unusual letter combinations in each word.

BEGINNING	RESOURCE
ANSWER	OFTEN
THOROUGH	SEPARATE
PRONUNCIATION	

Discuss, with other class members, the clues you have developed.

2. The *ough* letter combination in our language has many possible pronunciations. For example, the *ough* sound in *rough* is the *uf* sound. In *bough* the sound is *ou*. List as many words as you can to illustrate the various sounds of *ough*. Your dictionary may help you.

Start a Personal List of Misspelled Words

Your teacher may give you a special card on which you may list your misspelled words, or you may list these on the inside cover of your language notebook. The diagram below may serve as a model, or your teacher may suggest another type for you.

SPELLING DEMONS I SHALL CONQUER

Misspelled Word		My Pronunciation	Trouble Spot	Dictated				
printed	written			1	2	3	4	5
shepherd	*shepherd*	sheperd	shep*her*d a *herd* of sheep					

The third and fourth columns of your chart are very important to you. In the fourth column you prove to yourself that you have observed the word carefully and have noted some little device that will help you spell the word correctly.

Ask one of your parents or a friend to dictate all the words in the list to you; then record in the check columns whether you have spelled each word correctly or not. When you have spelled a word correctly in three successive dictations, you should remove the word from your list. Remember to keep

your misspelled word list up-to-date. Include words you have misspelled in school subjects other than English.

Learn and Apply a Few Spelling Rules

Most experts on spelling agree that a few rules should be included in a spelling attack program. The two rules presented in this section should help you. Discuss them in class and try to apply them in the exercises as well as in your daily spelling program.

THE EI AND IE RULE

> Write I before E
> Except after C
> Or when pronounced Ā
> As in neighbor or weigh.

EXERCISE II: Use What You Know About Spelling Rules

1. Some exceptions to the rule given above include the following: either, weird, leisure, seize, counterfeit, height, science. Can you create a sensible sentence using these exceptions?

2. The rule stated above may help you to complete the spelling of the words below. Write the complete words in your notebook.

bel.....ve	f.....rce	c.....ling	br.....f
th.....f	n.....ce	fr.....ght	r.....gn
rec.....ve	shr.....k	w.....rd	rec.....pt
sc.....ntific	dec.....ve	th.....r	l.....n

The Silent E Rule

1. Drop the silent E from the end of a word when adding a suffix beginning with a vowel.

COME + ING = Coming DANCE + ING = Dancing

Some exceptions include the following: mileage, hoeing, dyeing, noticeable, acreage.

2. Retain the silent E in a word when adding a suffix beginning with a consonant.

 SINCERE + LY = Sincerely HOPE + FUL = Hopeful

 Some exceptions include the following: truly, argument, awful.

EXERCISE III: Use What You Know About Spelling Rules

Locate any misspelled words in the sentences below, and spell them correctly.

1. We were haveing a difficult time singing the chickens.
2. The most amuseing incident was truely enjoyed.
3. The argument was over ninety cents.
4. Canoing is fun but hoeing is not.
5. A fameous statesman was arriveing on the plane.
6. We tried dying the clothes but found we were achieveing very little.

Discover or Develop a Few Memory Devices

Thousands of words in our language do not follow any rules. Words like *cemetery*, *environment*, *grammar*, *stationery*, and *vacuum* may cause you a great deal of trouble unless you develop some little memory trick (mnemonic device) to help you. Take the word *prairie*, for example. Perhaps your mnemonic device could be that you remember that there is plenty of fresh *air* on the pr*air*ie. You may remember to spell *Britain* correctly by remembering that the *i*'s in the word should be far apart. Do not set the *i*'s of Britain too closely together. Thus,

Br*it*a*i*n Br*it*i*a*n

Here are some other mnemonic devices you may find useful in your study of troublesome spelling words.

Troublesome Word	*Mnemonic Device*
beech	A b*ee*ch is a tr*ee*
beach	A b*ea*ch is near the s*ea*
environment	Remember *iron* + *men*
dessert	Dessert contains *s*weet *s*ugar (two *s*'s)
cemetery	Get to the cemetery with ease (*e*'s)
stationery	Station*er*y is pa p*er*
lieutenant	lie u ten ants
parallel	The two *l*'s side by side are parallel
nineteen	nine + teen
Gibraltar	Sailors are sometimes called tars. There is one *tar* in the port of Gibral*tar*.

EXERCISE IV: Use What You Know About Mnemonic Devices

1. See if you can develop some mnemonic devices to help you remember the spelling of the words below:

WORD	*MNEMONIC DEVICE*
ACROSS (not accross)	
ADDRESS (not adress)	
VACUUM (not vaccum)	
STATIONARY (not the word *stationery*)	
WEDNESDAY (not Wensday)	
FEBRUARY (not Febuary)	
SEPARATE (not seperate)	
THEIR (not thier or the word *there*)	
BOUNDARY (not boundry)	

2. To the list above add five other words you have learned to spell through some mnemonic device. Explain the mnemonic device which you use for each word.

Apply Spelling Attack Procedures

Most spelling texts list a number of steps you should follow in learning to spell a word. Here is a list of steps you might follow to improve your spelling:

1. LOOK at the word carefully.
2. PRONOUNCE the word as you examine it.
3. THINK about the word as you look away from it. Try to visualize it.
4. WRITE the word.
5. COMPARE your spelling with the correct spelling.

EXERCISE V: Check Your Spelling Attack Procedures

Most students follow spelling attack procedures similar to the steps listed above. Some students rely more heavily on one or two steps than on others. What spelling attack steps seem to help you most? Discuss with other class members the spelling steps you find most useful.

EXERCISE VI: Think About What You Know About Spelling

Write a short paragraph of about seventy-five words on the topic "My Spelling Attack Plan". Of course you will make very certain your paragraph contains no misspelled words.

A LIST OF MOST COMMONLY MISSPELLED WORDS

The list of words below contains more than 200 of the words most commonly misspelled by students about your age. Make it a point to master this list this year. Ask

someone to dictate the words to you several times this year, perhaps one column at a time. See how soon you can spell all of them correctly.

ache
again
always
am
among
an
and
animals
another
answer
any
are
around
asked
babies
beautiful
because
been
before
beginning
believe
birthday
blue
bought
break
built
business
busy
buy
came
can't
caught
children
choose
Christmas
clothes
color
coming
cough
every
everybody
February
fine
first
for
forty
friend
friends
frightened
from
getting
goes
going
good-by
grammar
guess
half
Hallowe'en
happened
have
haven't
having
he
hear
heard
here
him
hoarse
hour
how
I
I'll
I'm
instead
interesting
it
its
it's
meant
minute
money
morning
mother
Mrs.
much
my
name
named
none
now
o'clock
off
often
on
once
one
our
people
piece
play
pretty
raise
read
ready
received
right
running
said
Santa Claus
Saturday
says
school
seems
separate
shoes
since
some
tear
than
Thanksgiving
that's
the
their
them
then
there
they
they're
things
thought
though
threw
through
time
tired
to
today
together
tonight
too
tried
trouble
truly
Tuesday
until
used
very
want
wanted
was
we
weak
wear
Wednesday
went
were

could	jumped	something	when
country	just	sometime	where
cousin	knew	sometimes	whether
dear	know	started	which
decided	laid	stationery	whole
didn't	let's	stopped	will
different	letter	straight	with
doctor	like	sugar	woman
does	likes	summer	won't
done	little	Sunday	would
don't	looked	suppose	write
down	loose	sure	writing
dropped	lose	surprise	wrote
early	making	swimming	you
easy	many	teacher	your
enough	me	teacher's	you're

What Are You Going to Do About It? A Suggestion to Improve Your Spelling

Poor spellers get very few breaks in and out of school. In most of your writing assignments, as much as fifteen per cent of the total score possible may be deducted for poor spelling. This could make the difference between an A or B score or B or C grading. Those C gradings, as some of you may know, really hurt.

The most important thing you can do this year to become a better speller is to keep an up-to-date list of words you have misspelled and to try to master the spelling of these words. Fasten a list of some of these troublesome words on your bedroom door or on your mirror. You may even be so bold as to tape a list of them on the inside of your school locker.

Use color to indicate specific trouble spots in your words. Practise printing as well as writing your spelling demons until you have mastered them.

CHAPTER XII

Organizing Ideas

THINKING ABOUT LANGUAGE

1. Every child should be allowed to keep a pet.
2. The fur trader was a powerful man.
3. Follow these steps to start a car.
4. Alexander Mackenzie's route to the Arctic followed a series of rivers and lakes.
5. The way in which I drive depends upon the driving conditions.
6. Earning money at my age is difficult.

STOP and Think

1. Above are six topic sentences. Copy them into your notebook. Underline the key words in each topic sentence.
2. Study each topic sentence and the key words in it. In a sentence or two, tell how you would develop each topic sentence into a paragraph. For example, for the topic sentence *Exploring for oil is a complicated process*, you might write, *I would mention each*

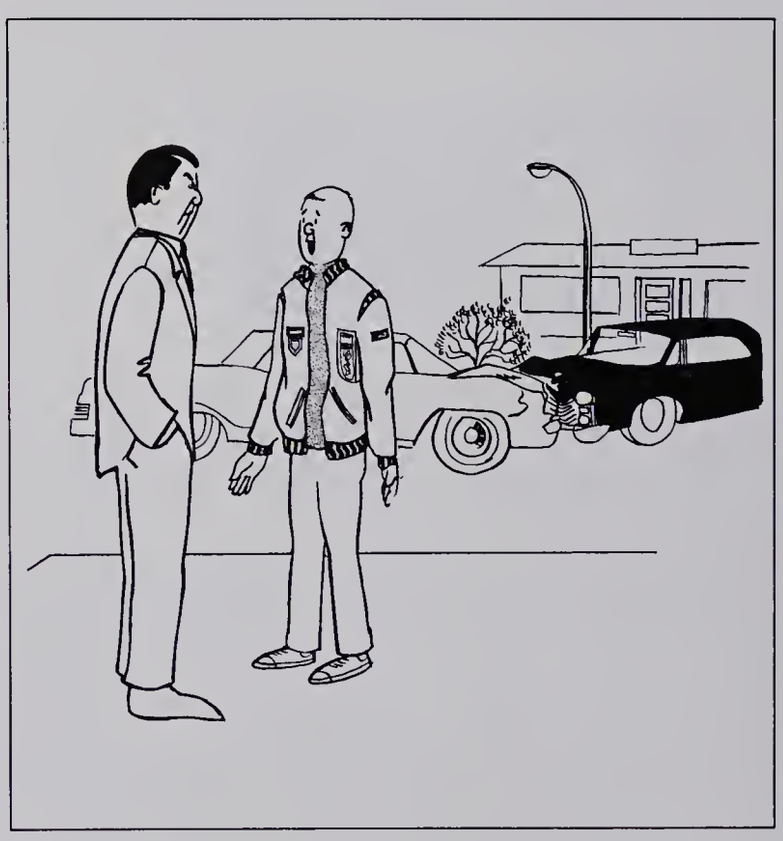
of the different activities which are undertaken, up to the actual drilling of the well.

3. What have you learned from this exercise about the way in which a topic sentence can help you in writing a paragraph?
4. Write a paragraph, using one of the six topic sentences above.

KEEP AN EYE ON THE BODY: DEVELOPING THE PARAGRAPH

Being able to write an effective topic sentence is important for writing a good paragraph. However, the effect of a good topic sentence is lost if the sentences which follow it are not carefully and thoughtfully planned; that is, if the body of the paragraph is not developed well.

In this chapter, some ways of developing the body of a paragraph are discussed.



"I can't tell you what happened in a logical order, Dad! Everything happened at once!"

From Focus to Expansion: The General Statement and the Supporting Statements

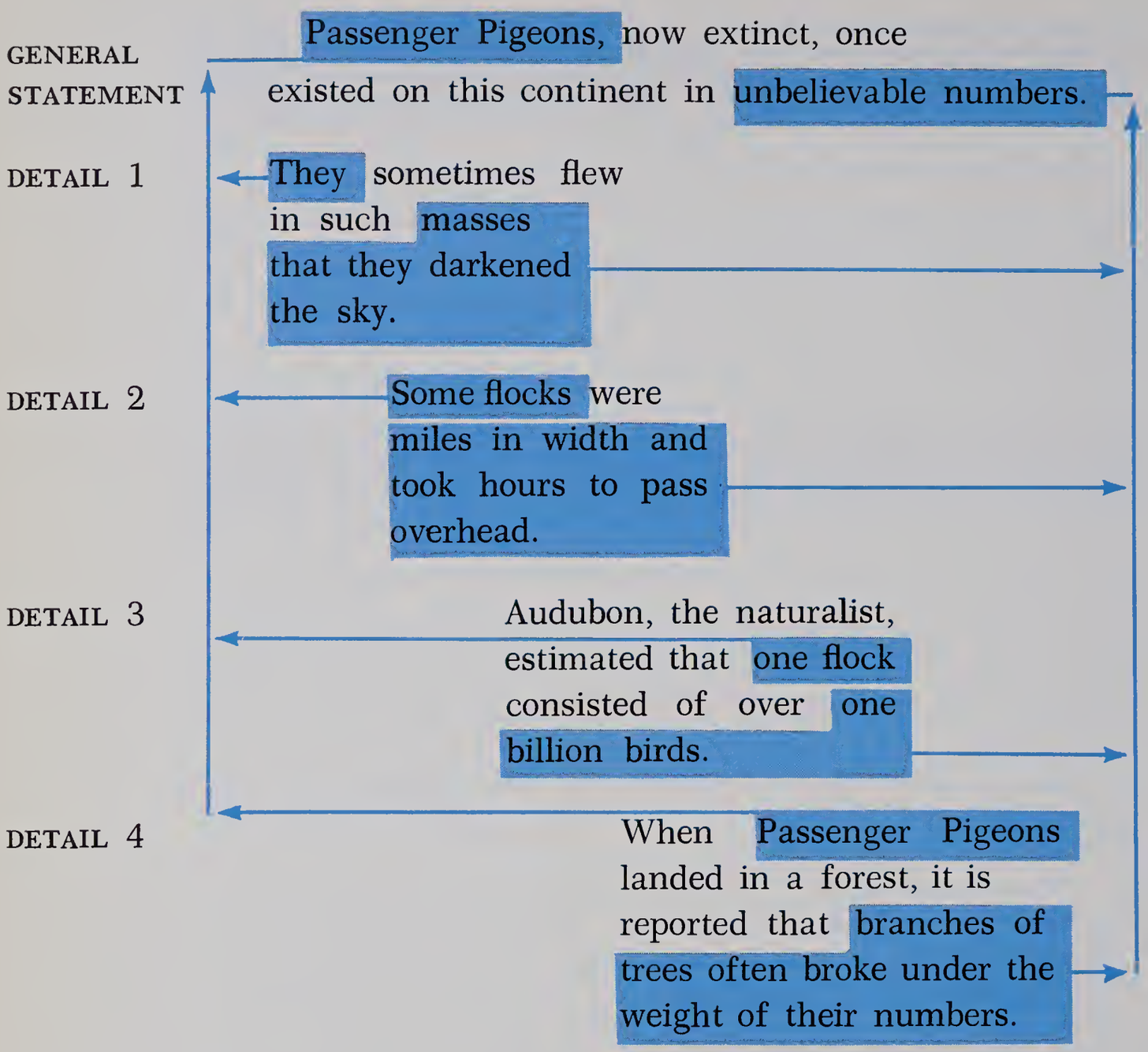
The topic sentence (as you learned in Chapter X) identifies the topic and makes a statement about the topic. Through the key words it helps the writer see the limits within which he must stay in developing the paragraph. Later it helps a reader focus in on the central idea of the paragraph.

In a paragraph, the topic sentence can therefore be considered as a general statement which covers everything that is said in the other sentences of the paragraph. The other sentences are the supporting statements. They give specific details related to the statement made about the topic in the topic sentence. Because it limits and defines what is to be stated about the topic, the topic sentence controls the paragraph. Only those supporting statements which give details about the idea in the topic sentence properly belong in the paragraph.

This relationship can be seen by examining the following paragraph.

> Passenger Pigeons, now extinct, once existed on this continent in unbelievable numbers. They sometimes flew in such masses that they darkened the sky. Some flocks were miles in width and took hours to pass overhead. Audubon, the naturalist, estimated that one flock consisted of over one billion birds. When Passenger Pigeons landed in a forest, it is reported that branches of trees often broke under the weight of their numbers.

The topic of the paragraph is Passenger Pigeons. The statement made about the topic is that they were once unbelievably numerous. The key words are *Passenger Pigeons*, and *unbelievable numbers*. From this examination, it is clear that the supporting statements should give specific details about the vast numbers of Passenger Pigeons. The diagram which follows shows how these details are related to the topic sentence.



Seen this way the relationship becomes clear. The statement made about the topic, in the topic sentence, is developed in the body of the paragraph by four supporting statements. Each of the supporting statements gives a specific detail which can be shown to be related to the key words in the topic sentence. You should use this kind of check in your own writing, to see that every supporting statement relates to the topic sentence.

You should be aware that not all paragraphs can be diagrammed as neatly as this one has been. In structure, para-

graphs can be as varied as are the ways of human thought. You have already seen that some paragraphs do not have a topic sentence. However, every effective paragraph has a well-organized body. In all the writing you do, you will need to attend to paragraph organization. The way to improve paragraph organization is to concentrate, first, on developing the simpler paragraph skills. That is what you are doing now.

EXERCISE I: Apply What You Know About Paragraph Organization

1. Using the method shown in the preceding example, copy the following paragraph into your notebook and diagram it to show the relationship between the topic sentence and the supporting statements.

 A sperm whale can grow to an enormous size. Its torpedo-shaped body can exceed eighty feet in length. In weight it can reach ninety tons. Even its hide can attain the scarcely believable thickness of a foot and a half. In proportion to the rest of the body is the whale's twenty-five-foot underjaw, set with fifty nine-inch teeth.

2. In the paragraph which follows, the topic sentence is satisfactory for developing a paragraph. However, the writer has not taken sufficient care with the specific details. Some of the supporting statements need to be altered so that they will be more closely related to the topic sentence. Some may need to be rearranged. Other supporting statements do not relate to the topic sentence at all and should be taken out of the paragraph.

 Use what you know about writing and organizing the body of a paragraph to revise the selection below.

 Every item of a cowboy's clothing served a purpose. Some of these items were quite expensive. His broad-brimmed hat protected him from the sun and the rain. He wore leather chaps. The high-heeled boots were useful, too. Most ladies wear high-heeled shoes, today. Even the colorful bandana had a purpose: it protected the cowboy's neck from being burned by the sun and chafed by his collar.

3. Use what you know to write a paragraph on one of the topics listed below. Note that they are topics, not topic sentences.

 The Storm and I
 If I Could Have My Wish
 A Famous Canadian
 The Car I Would Like to Own
 The Place I Would Like to Visit

 Remember to:

 (a) Make a limiting statement about the topic in your topic sentence.

 (b) Study the key words as a guide for the supporting statements; let the topic sentence control what you say in the paragraph.

 (c) Check that all supporting statements give specific details and relate to the general statement.

 (d) Choose a title for your paragraph.

Where Are You Going? Direction in the Body of the Paragraph

The topic sentence not only controls the paragraph, it also suggests the direction in which the paragraph may be developed. Thus, the topic sentence, *Flying is dangerous*, suggests that the supporting statements will give reasons explaining the dangers of flying or give examples of such dangers. Similarly, the topic sentence, *George excels at swimming, skiing, and hockey*, suggests that each of the three sports will be mentioned in greater detail in the supporting statements. Again, *He was the oddest person I had ever seen* suggests a number of details about the person's odd appearance.

This sense of direction is suggested in the topic sentence and followed in this paragraph by Mark Twain:

> When I was a boy, the one permanent ambition among my comrades in our village on the west bank of the Missis-

sippi River was to be a steamboatman. We had transient ambitions of other sorts, but they were only transient ambitions. When a circus came and went, it left us all burning to become clowns. The first Negro minstrel show that came to our section left us all suffering to try that kind of life. Now and then we had a hope that if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained.

Mark Twain, *Life on the Mississippi* (adapted)

The topic mentioned in the topic sentence is *ambition.* The statement made about the topic is that the boys' one permanent ambition was to become a steamboatman. The key words are *one permanent ambition among my comrades* and *steamboatman.* Note that the emphasis is on *one permanent* ambition. The suggestion is that other ambitions were not permanent. While other directions of development may be possible, Twain has taken the most obvious one. He names some of the ambitions which were not permanent, and concludes by emphasizing the one that was.

EXERCISE II: Use What You Know About Direction of Development

1. Below are a number of topic sentences. State briefly, for each one, the kind of paragraph development which is indicated by the topic sentence. Identifying the key words in each of the sentences will assist you in your answers.

 (a) On his trip to Europe, he travelled by car, train, and airplane.

 (b) The man who stood before me was the dirtiest I had ever seen.

 (c) As the seasons change, we change our sports activities.

 (d) Schools should operate during mornings only.

 (e) Numerous examples of courage are to be found in Canadian history.

2. Write a paragraph using one of the topic sentences above.

Thinking and Order: Logical Development of the Body of the Paragraph

If you can compose an effective topic sentence, if you can relate supporting sentences to the general statement, and if you can see in a topic sentence some suggestions for the method of development, then you are on the way to becoming a writer of good paragraphs. However, there is one other important point which you should know about writing the body of a paragraph. Not only should each supporting statement relate to the topic sentence, the supporting sentences should also relate sensibly to each other. That is, they should develop *logically* the statement made about the topic.

This relationship among the supporting sentences is usually attained by three methods. First, it is provided for, in part, in the topic sentence. Second, it is a result of the order in which the supporting sentences are written in the paragraph. Third, this relationship may be strengthened by the use of certain words or groups of words which help show how the detail in one sentence relates to the detail in another.

The preceding paragraph illustrates what it discusses. First, the topic sentence mentioned *three methods* of establishing relationship between sentences in a paragraph. It would seem logical to follow the topic sentence with *three supporting statements*, each describing one of the methods; this has been done. Second, the order in which the methods are described has a certain logic; the order is from large units to small units; the *topic sentence* is mentioned first, *certain words* are mentioned last. Third, certain words — *first, second, third* — because they show an order in the statements, help develop the relationship.

EXERCISE III: Practise What You Know About Logical Development

1. The very simple paragraph below illustrates a number of ways in which relationships among the statements in

the paragraph have been developed. Some of these relationships have been diagrammed to help you see them.

The man[A] travelled[B] by car[1], bus[2], and train[3]. He[A] drove[B] the car[1] to the village[C]. He[A] rode[B] by bus[2] to the city[C]. *From there* he[A] was able to take[B] the train[3] to the port[C] from which his ship was leaving.

In your notebook, write five statements identifying five different ways in which logical relationships have been developed in the paragraph. One statement might be:

The different kinds of transportation used by the man are listed, in the topic sentence, in the order in which he used them.

Now write five more statements about five other ways in which logical relationships have been developed.

2. The supporting statements in the following paragraph are not in logical order. Revise the paragraph, rearranging the supporting statements in logical order, adding any statements which may be necessary, and improving the relationship among them.

To boil a kettle of water on a gas stove which does not have a pilot light, you should follow these steps. Turn on the gas. Turn on the hot water tap and let the water run until it is hot. Fill the kettle. Place the kettle on the stove, away from the burner. Strike a match and hold it close to the burner until the gas is lit. In a short time, the water will be boiling.

3. Because logical order is important in instructions and directions, logical development needs to be particularly checked in a paragraph giving instructions or directions.

It is true that in giving instructions or directions we do not limit ourselves to language alone. Frequently, we use diagrams, illustrations, or models. We may even demonstrate how something is done. However, language remains basic to giving instructions and directions. Logical development is important. One way to concentrate on the skill

of logical development is to practise writing directions and instructions without using other means of explanation.

Write a paragraph, giving directions, on one of the topics below.

Explain how to get from your classroom to the principal's office, or to some other room, in your school.

Explain how to get from your school to your home.

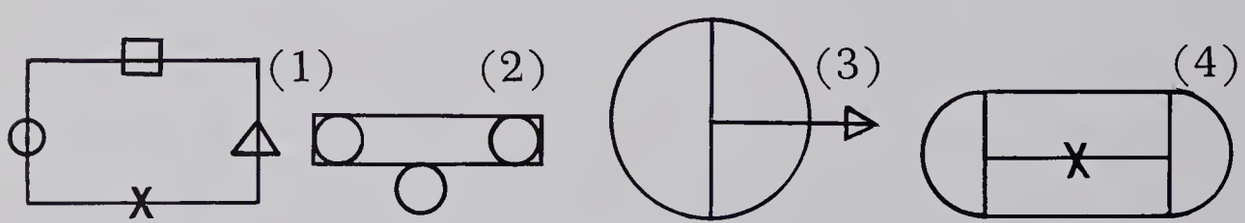
Write directions, which a stranger could follow, for getting from the town or city limits (or, if you live in the country, from the nearest town or city) to your home. In the directions, identify landmarks which could be used to check streets and turning points.

(a) Compose the topic sentence carefully.

(b) Decide on the best order for the supporting statements.

(c) Make the directions so clear that a complete stranger could follow them.

4. (a) Write a paragraph giving instructions for making one of the following diagrams.



(b) Test the accuracy and logical order of your instructions by having a classmate draw the diagram on the blackboard as you read your instructions to him. He should not have to guess what you want him to do, but should follow your instructions precisely. (You will be testing not only your ability to write, but also his ability to listen.)

(c) Write a paragraph giving instructions for carrying out one of the following activities:

How To Tie a Shoelace

How To Make a Sandwich

How To Change a Tire
How To Put On a Pullover

Write your instructions so that someone else, by following them, could carry out the activity without any problems.

Before submitting your written work, use everything you have learned about writing a paragraph, from thinking about the topic, through composing an effective topic sentence, to checking the final draft.

Three Cautions: Point of View, Tense, and Reference in the Paragraph

Even if your ability in the major skills of writing a paragraph is quite good, you may still make minor errors if you are not careful. Three areas in which students have problems when writing a paragraph are discussed in this section.

Don't Change Persons in Mid-Stream: Point of View

For most paragraphs, a writer selects a person through whose eyes and mind he develops a topic, or to whom he refers throughout the paragraph. The person may be named, or he may be identified as *I* or *we*, or as *you*, or as *he*, *she*, or *they*. Sometimes other words such as *one* or *a person* are used instead of *he* or *she*, whereas *some*, *several*, *a few*, *persons*, and *people* may be used for *they*. Selecting the person through whom the topic is developed is called "taking a point of view" in a paragraph.

Whatever point of view is selected, it should be kept throughout the paragraph.

EXERCISE IV: Practise What You Know About Point of View

1. In each of the examples below, one point of view is kept throughout the example. Name the point of view taken in each example; that is, tell whether it refers to *I*, *we*, *you*, *he*, *she*, *it*, or *they*.

(a) Breathless, I reached the top of the hill. I looked back. Below, I still saw my enemy pursuing me.

(b) David Thompson had come upon bad times. He had neither work nor money. His contributions to exploring the West were not recognized.

(c) You grasp the glass jar firmly in one hand. Then you take a firm grip on the lid with the other hand. You turn the lid, moving the edge nearest you from left to right.

2. In each of the examples below, the same point of view has not been kept. Rewrite each example, revising the sentences so that the same point of view is kept throughout.

(a) Any person can learn to swim if he will do three things. First, you must want to learn. Next, they should take lessons. Finally, you need to practise every day.

(b) I get goose pimples every time that I pass the graveyard at night. In the darkness, one begins to breathe quickly. Then you start trembling. As a person reaches the graveyard gate, he imagines bumps as big as eggs under his skin.

Set the Time Machine: Tense

Different forms of verbs indicate particular times. Thus, in *I go*, *go* indicates the present. In *I went*, *went* indicates the past. In *I will go*, *will go* suggests the future. Each different form of a verb is called a *tense*. You may not know the names of the various verb tenses; however, because you know the language, you know how to use tenses.

When you write a paragraph, you select a basic tense. You may use other tenses in the paragraph when you refer to things occurring before or after the time of the basic tense. However, you should keep the same basic tense throughout the paragraph. Study the example below:

Night *fell*. One by one the stars *came* out. A great, orange moon *rose* from behind the hill. The boy *walked* on.

Notice that each of the verbs refers to the past.

EXERCISE V: Practise What You Know About Tense

The same basic tense has not been kept in the following paragraph. Revise the paragraph so that the basic tense is the same throughout.

> In the early evening, I started to fish. Again and again I throw out my line. One time I will cast toward a spot near the shore; at another, in the opposite direction. However, each time I reel in my line with nothing on the hook. Just when I was ready to give up, I felt a sharp tug on the line.

Identify Clearly: Pronoun Reference

In a paragraph, pronouns (*I*, *you*, *he*, *she*, *it*, *we*, *they*, and some others) are used, frequently, to avoid having to repeat nouns. Thus, instead of repeating *man* in

> The *man* staggered through the door. For a few moments the *man* swayed in the middle of the kitchen. Suddenly, the *man* dropped to the floor.

a writer may say,

> The *man* staggered through the door. For a few moments *he* swayed in the middle of the kitchen. Suddenly, *he* dropped to the floor.

In the second and third sentences of the second example, above, the word *he* refers to *man*. In both sentences the reference is clear.

In other situations, unless care is taken, the reference of the pronoun to the noun may not be clear. Consider these examples:

> *The boy raced across the yard with his dog. He whistled as he ran.*

Who whistled? How would you revise the example so that there would be no doubt about the meaning?

> *The men began cutting down the trees. They were tall and strong.*

Who were tall and strong? Revise the sentence so that the pronoun reference is clear.

He walked along the trail to the fort. It was narrow and covered with dry leaves.

To what does *it* seem to refer? Revise the sentence so that the pronoun reference is clear.

As a rule, a pronoun should be placed as close as possible to the noun to which it refers. If another noun, for which the pronoun could stand, comes between the original noun and its pronoun, meaning may be confused.

EXERCISE VI: Practise What You Know About Using Pronouns

Each of the examples below has a faulty pronoun reference. Revise each example so that the meaning is clear.

1. The book stood on the table. It was covered with leather.
2. The fighters were flown by courageous men. Their speed was more than 300 miles per hour.
3. The men, with their sleds, started the journey in November. Each carried 200 pounds of food.
4. For days the cowboys drove the cattle. After two weeks, they were tired and nervous.
5. Father placed his hat on a rock. It was made of grey felt and had a wide brim.

EXERCISE VII: Use What You Have Learned to Write a Paragraph

Use what you have learned so far to write a paragraph on one of the following topics:

1. If I Knew That I Was Going to Lose My Sight Next Month
2. If I Had a Million Dollars to Be Spent in One Year
3. If I Could Spend a Day with
 (Choose some famous person whom you admire.)
4. If I Could Relive Last Year

CHAPTER XIII

Attending to the Ending

THINKING ABOUT LANGUAGE

Read the paragraph below; then answer the questions that follow it.

(1) The wolverine is the trapper's worst enemy. (2) It removes the bait from his traps. (3) Frequently, it will carry off animals caught in the traps and may take the traps as well. (4) It has been known to enter a trapper's cabin and to ruin his food and his furs. (5) When a wolverine comes to the trapline, the trapper must either catch the animal or give up his line.

STOP and Think

1. (a) What is the topic of this paragraph?
 (b) What is the topic sentence of the paragraph?
 (c) What statement is made about the topic in the topic sentence?
 (d) What are the key words in the topic sentence?
2. Which sentences are the supporting statements in the paragraph?

3. Sentence (5) is the concluding sentence of the paragraph.

 (a) Which of the statements below best describes what sentence (5) does?

 (i) It restates what was said in the topic sentence.

 (ii) It summarizes what was said in the supporting statements.

 (iii) It gives the result or effect of the things mentioned in the supporting statements.

 (iv) It expresses a feeling or impression related to what was said in the supporting statements.

 (b) If sentence (5) were omitted, would the paragraph be as effective as it is with the concluding sentence? Why, or why not?

 (c) Which of the following sentences could be substituted for sentence (5) in the paragraph? Which ones could not be substituted? Explain.

 (i) Nothing else can give a trapper as much trouble as a wolverine.

 (ii) The wolverine is a thirty-pound animal belonging to the weasel family.

 (iii) The wolverine is a difficult animal to tame.

 (iv) Neither traps, nor trapped animals, nor furs, nor supplies are safe from the wolverine.

4. In two or three sentences tell why you think a concluding sentence is important in a paragraph.

Review What You Have Learned: A Restatement of Paragraph Skills

Up to this point you have studied and practised a number of skills used in writing a paragraph. You have seen the importance of the topic sentence. You have considered the

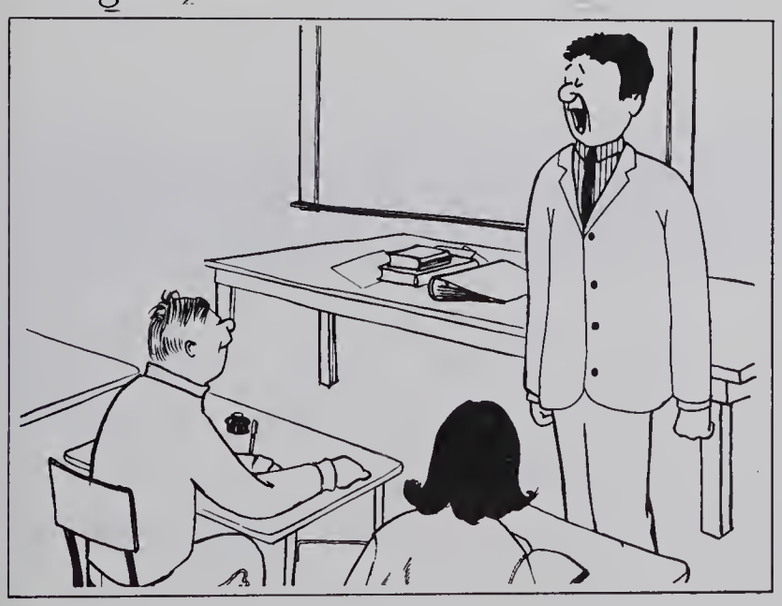
methods of developing the body of a paragraph, you have considered the need for revising your first draft and for taking pains with the final draft. In addition, you have received some directions for avoiding errors in punctuation, capitalization, and spelling in your paragraphs. If you have followed the suggestions which have been made and practised the skills which have been outlined, it is very probable that your writing has improved.

You may feel, by now, that you have covered most of what you need to know about paragraph writing. That you have studied some important writing skills is true; however, there are still others to which you need to give attention. One of these is the writing of the ending — the conclusion — of a paragraph.

YOU REMEMBER BEST WHAT COMES LAST: THE CONCLUSION IS IMPORTANT

Most frequently, the conclusion of a paragraph consists of a single sentence, the *concluding sentence*. This sentence does two things in the paragraph.

First, in the same way that the topic sentence informs the reader of the topic or idea which is developed in the paragraph, so the concluding sentence tells that the destination, the goal, has been reached.



"No! A commercial is <u>not</u> a good statement with which to end a paragraph!"

However, if the concluding sentence did only this, then some very ordinary statement, indicating the end of a paragraph, would be enough. Concluding sentences such as *So, we come to the end of this topic* or *That is all there is to say now* could be used. However, most writers and readers would not be satisfied with such endings.

Actually, the concluding sentence does more than signal the end of the development of the topic. In a way, the conclusion of a paragraph is a little like dessert after the main course of a meal. You often expect something special at the end of a meal; and in the same way a reader learns to expect something particular in the concluding sentence of a paragraph. The writer must provide a well-thought-out conclusion for the reader if the paragraph is to be effective.

The ending of any piece of writing, whether a book, an essay of several paragraphs, or a single paragraph, is important. Since it is the last part to be read, it is the most clearly remembered immediately after the conclusion of the reading. Because the reader remembers the conclusion most clearly, he almost automatically uses it to make his first judgement of the entire piece of writing. Thus, the concluding sentence of a paragraph not only shows that the development of the topic is completed, it affects the reader's first general impression of the whole paragraph. If that impression is not a good one, the reader may not be very satisfied with the rest of the paragraph.

One Method of Concluding a Paragraph: Place the Most Important Supporting Statement Last

Because the end position in a paragraph is so important, one common way of concluding a paragraph is to place the most important supporting statement last. This statement then serves as the concluding sentence.

This method of concluding a paragraph has been used in the example which follows:

> The hailstorm was a terrifying experience. The black cloud which twisted and swirled overhead was like some evil monster looking for something to destroy. Growing ever stronger, the fierce wind left helpless anyone who tried to work in the yard. Even the house seemed to offer no protection from the blinding flashes of lightning and the booming thunder. Finally, when the hailstones began bouncing off the ground, then covered it with a cold, white layer, one realized how weak man is when compared to the forces of nature.

The topic discussed in the paragraph is a hailstorm. The statement made about the topic is that the hailstorm was terrifying. The writer chose to develop the paragraph by referring to four things in a hailstorm (the cloud, the wind, the lightning and thunder, and the hail) which were frightening. He dealt with each of these in a separate supporting statement. Since the force and destructiveness of the hail itself would likely be most terrifying, and thus of greatest importance, he has placed, last in the paragraph, the supporting statement which refers to the hail. He has also used the word *Finally* to emphasize the last statement.

When the most important supporting statement is used as a concluding sentence, it is usually necessary to emphasize it by placing a word or a group of words to show the special relationship of the last sentence to the rest of the paragraph.

Even in a paragraph which has a separate concluding sentence, it makes good sense to place the most important supporting statement at the end of the other supporting statements, just before the concluding sentence.

EXERCISE I: Practise Writing Final Supporting Statements as Conclusions

A. The paragraph below has three supporting statements developing the main idea stated in the topic sentence. Write a fourth supporting statement which would also serve as a concluding sentence for the paragraph.

In exchange for their furs, the Indians selected articles from a variety of goods which they needed. They chose copper pots for cooking. For the making of clothing, they got cloth, thread, and needles. They obtained traps with which they could catch fur-bearing animals more easily.

B. Below are a number of topic sentences. Examine each topic sentence to decide how you would develop it into a paragraph. Think about the supporting statements which you would use. Then, for each topic sentence, write a final supporting statement which could serve as the conclusion of a paragraph developed from that topic sentence.

Note that you do not need to write a complete paragraph for each topic sentence. Write only the final supporting statement which you would use for the conclusion of the paragraph. Do show, however, that you have thought about the topic. Select, for the final statement, what might be the most important supporting statement relating to the topic.

1. Everybody was excited the day that Dad came home with our new car.
2. I prefer to live in the city [the country] for a number of reasons.
3. The early settlers of Western Canada faced many hardships.
4. At our house, breakfast is a time of great confusion.
5. The telephone makes life easier and more pleasant in many ways.

C. Write a paragraph using one of the topic sentences in Exercise B, above. For the ending of your paragraph, use the concluding sentence which you wrote for the topic sentence in Exercise B.

Variety Is the Spice of Life: Four Ways to Write a Concluding Sentence

There are also other ways to write a concluding sentence for a paragraph. One way is to restate — that is, to say in a different way — the statement made in the topic sentence. In the paragraph below, both the topic sentence and the concluding sentence tell that the cloud, the wind, and the cool air indicated that a hailstorm was approaching.

> The rising of the wind, the darkening of the cloud, and the sudden cooling of the air were all signs that a hailstorm was coming. In half an hour the first light breeze had grown to such a force that the tops of even the tallest trees were bending over. The anvil-shaped cloud had moved from the west, where it had appeared soft and white, to a point where its base loomed overhead, dark and churning. The heat of early afternoon had been suddenly replaced by a chillness. The strong wind, the dark, swirling cloud, and the unusual coolness all pointed to hail.

Another way to write a concluding sentence for a paragraph is to *summarize* what was said in the supporting statements in the paragraph. The paragraph below contains four supporting statements, each of which refers to a different kind of damage done by hail. Two statements tell of damage to the house and barn (the buildings), one tells about the garden, and one tells about the grain. The concluding sentence summarizes, in the words *Neither the buildings, nor the garden, nor the crop had been spared*, what is said in the supporting statements.

Note that the most important supporting statement has been placed last in the paragraph. The destruction of the grain had been the greatest loss.

> The hailstorm had done extensive damage. The living room window was shattered. Half the shingles were torn off the roof of the barn. In the vegetable garden, no plant was left standing. The grain was beaten into the ground. Neither the buildings, nor the garden, nor the crop had been spared.

A third way to write a concluding sentence is to state the *effect or the result* of the actions or happenings mentioned in the supporting statements. Notice that in the paragraph below, the three supporting statements develop the statement made about the topic in the topic sentence, that the *destruction* by the *hailstorm* had been *complete*. The concluding sentence states the result or effect of the destruction of the crop: a year's work and a year's hopes had also been destroyed. The word *destroyed* in the concluding sentence relates it to the topic sentence.

> The hailstorm had been complete in its destruction. First, the savage wind had flattened great patches of the wheat. The heavy rain which had followed had added to the damage. Finally, the hail itself had pounded the crop, beating it down until black earth had replaced the gold of the grain. A whole year's work and a year's hopes had been destroyed in thirty minutes.

Still another way to conclude a paragraph is to describe, in a sentence, the *feeling* or *impression* made by the things mentioned in the supporting statements. This method of writing a conclusion is used in the paragraph which follows. Notice that in the concluding sentence, after having mentioned the parts of the storm in the supporting statements, the writer tells how the storm made him feel. He describes the impression which the storm made upon him.

> The storm moved rapidly toward our farm. The towering anvil-shaped cloud soon stretched across the horizon. The light breeze changed quickly into a fierce wind. With the strengthening wind the air cooled suddenly. In a short time the swirling, dark cloud was overhead. To me it seemed as if a terrible monster which nothing could stop was sweeping in to destroy our grain.

Usually, the method which you use for concluding a paragraph will depend on the way in which you decide to deal with the topic. In many cases, the way in which you make the statement about the topic in the topic sentence and the method which you use to develop the body of the paragraph will suggest the kind of concluding sentence to write.

EXERCISE II: Practise What You Know About Writing Concluding Sentences

A. Read the paragraphs below. Identify the method of ending a paragraph which is used in each concluding sentence. The five different methods, which you have studied in this chapter, are summarized below:

Using the most important supporting statement
Restating the idea of the topic sentence
Summarizing the ideas in the supporting statements
Stating the effect or result
Stating the feeling or impression

1. All the meat was from the home place, too. Most useful of all, the goose — the very one which had chased me the summer before, hissing and darting out its bill at the end of its curving neck like a feathered snake. Here was the universal bird of an older Christmas. Its down was plucked, washed and hung in bags in the barn to be put into pillows. Its awkward body was roasted until the skin was crisp as a fine paper. The grease from its carcass was melted down, a little camphor added, and rubbed on chests of coughing children. We ate, slept on, and wore the goose.

Paul Engle, *Prairie Christmas* (adapted)

2. I had not counted on the English language being so unreasonable. There was, for example, a whole mess of sounds which were not represented in the alphabet. So it seemed somebody had gone to the trouble to juggle the letters until they fell into the most astonishing combinations, *ch*, *sh*, *ph*, *gh* being only the most unpronounceable cases. After struggling for hours with certain alphabetical monstrosities, I was convinced that no one without English ancestors could ever hope to discover their sounds. But even worse than all this, when there was a very obvious letter in the alphabet to stand for a sound, someone had labored to invent combinations which defied all my attempts at pronunciation. It was my habit to hunt in the dictionary for new words to add to my vocabulary, and one day I came across a real freak: "phthisic". How do you pronounce that? *Phth*? I find there is a simple letter in the alphabet to stand

for the sound this four-letter monster is supposed to make. It is the letter *t*, twenty letters down in the alphabet and not so hard to find, either. Yet here is this *phth*, a monument to Anglo-Saxon invention — one sound, four letters, and you have to guess which one to pronounce. I used to puzzle no end over words like "freight" and "weight", and I don't understand yet why the word "colonel" is mispronounced so badly. Many times I would despair of either learning or reforming a language which behaved so unreasonably.

Salom Rizk, *Syrian Yankee* (adapted)

3. Rex was just an amateur jumper, but the most daring and determined I have ever seen. He would take on any fence we would point out to him. Six feet was easy for him, and he could do eight by making a tremendous leap and hauling himself over finally by his paws, grunting and straining; but he lived and died without knowing that twelve- and sixteen-foot walls were too much for him. Frequently, after letting him try to go over one for a while, we would have to carry him home. He would never have given up trying.

James Thurber, *The Middle-Aged Man on the Flying Trapeze*

4. When, within the hour, the wind began again — from the southeast now — it was the real thing. It quickly passed the record of the afternoon. The Weather Bureau recorded eighty-four miles an hour; then the instrument blew away. It was estimated later that the wind attained a velocity of 120 miles. It built up the volume and force of an avalanche; it struck with the concussion of a great explosion. Trees were uprooted and driven through the walls of houses. Solid masses of salt water were blown across the island, choking those who were still outdoors fighting their way to shelter.

Edwin Muller, from "The Galveston Tidal Wave"

5. The size of the universe seems beyond understanding. Our sun is a star in one galaxy, that is, in a whirlpool of stars and planets marked by the Milky Way. The number of stars estimated to be in this galaxy is 100,000,000,000. Within the range of present telescopes are 10,000,000,000 galaxies. Thus, this space must contain stars to the number of one followed by twenty-one

zeros. It would seem easier to count the grains of sand on all the beaches of the world than to count the stars in the universe.

B. The paragraph below does not have a conclusion. Write four different concluding sentences for it: the first, a restatement of the topic sentence; the second, a summary of the supporting statements; the third, a statement of result or effect; the fourth, a statement of feeling or impression.

The buffalo provided the Indian with many of the necessities of life. Its meat was his food. Its blood was his drink. The Indian used the hides for shelter, clothing, cooking vessels, and robes. From the ribs he made arrowheads and scrapers. From the shoulder blades he made hoes. He used the sinews for bowstrings.

C. Below are a number of topic sentences. Examine each topic sentence and decide how you would develop it into a paragraph. Think about the supporting statements which you would use. Then, for each topic sentence, write the concluding sentence you might use if you developed the topic sentence into a paragraph. You need not write the body of the paragraph.

For each concluding sentence, use one of the five different methods that you have studied, in this chapter, for concluding a paragraph. Do not use the same method more than once in this exercise.

1. Parents expect more of teenage boys than they do of girls of the same age.

 or

 Parents expect more of teenage girls than they do of boys of the same age.

2. Building a charcoal fire in an outdoor barbecue is a frustrating experience.

3. When the hunting season arrives, fathers become changed men.

4. Many difficulties had to be overcome in building a railroad through the Rockies.

5. For a number of reasons, many people like camping when they go on holidays.

D. Write a paragraph using one of the topic sentences in Exercise C above. For the ending of your paragraph, use the concluding sentence which you wrote for the topic sentence in Exercise C.

From Last to First: Use the Conclusion to Check Your Paragraph

In some of the exercises which you have completed in this chapter, you were required to write a concluding sentence for a paragraph which could have been developed from a given topic sentence. You were not required to write the body of the paragraph; you were asked only to think about the topic. These exercises were designed to give you practice in writing concluding sentences.

There is much sense, however, in thinking about the concluding sentence, and in actually writing it, before writing the body of the paragraph. If you think your topic through carefully, you will have a clear idea of what the conclusion should be. By writing the concluding sentence before writing the body of the paragraph, you will have a goal for the ideas in your supporting statements. In the concluding sentence as well as in the topic sentence, you will have a guide for developing your paragraph. You can check the relationship of the supporting statements in a paragraph against the topic sentence, in order to see that they are on the topic. Similarly, you can use the concluding sentence to check whether each supporting statement relates to the topic of the paragraph.

EXERCISE III: Practise What You Know About Topic and Concluding Sentences

A. Listed below are five topics:

(a) The Problems of Christmas Shopping

(b) Parents Had It Soft When They Were Young

(c) The Difficulties of Getting to School on Time

(d) Alberta: Magnificent Resort Area

(e) Will We Become a Drive-In Society?

1. For each topic write an interesting topic sentence.
 (a) Remember to make a statement about the topic.
 (b) Make sure that your statement limits the topic.
 (c) Underline the key words in each topic sentence.
2. For each topic write an effective concluding sentence, which you might use if you developed the topic into a paragraph.
 (a) Use a different method for writing each of the five concluding sentences.
 (b) After each concluding sentence indicate the method which you have used.
3. Here is an example to follow in doing this exercise. (The development of the topic was meant to be only partly serious.)
 TOPIC: The Safety Pin
 TOPIC SENTENCE: The *safety pin* is one of the *most useful* things that have been invented.
 CONCLUDING SENTENCE: Without the safety pin, our lives would be much more difficult. (Result or effect)

B. Following the instructions given in (a), (b), and (c) below, write a paragraph on one of the topics in A above.

(a) Use the topic sentence and the concluding sentence which you wrote for the topic.

(b) Use all the skills which you have learned for developing a paragraph.

(c) Use the guides for revising and for writing the final draft.

CHAPTER XIV

Using Word Magic

THINKING ABOUT LANGUAGE

One day, long ago, a strange cloud appeared on the horizon. The people of Napoli, which today is the city of Naples, saw the cloud and went about their usual business. Perhaps they hurried a little because the cloud could mean a storm.

Across the bay, above the town of Pompeii which lay in the shadow of Mount Vesuvius, the cloud had been born — born of the *vapor* and ashes which burst *hissing* and *roaring* from the angry mouth of the volcano. The people of Pompeii, too, had been engaged in their usual occupations. The bakers were using their long-handled wooden spades to push the newly formed loaves into the cone-shaped stone ovens. Wine merchants sat beside their stone jars of wine, waiting for customers. Dogs ran about the paved roads in which heavy carts had carved deep ruts. Women, drawing water from the wells, rested their hands on the worn stone *casings* as they chatted with their neighbors.

So sudden had been the *eruption* of the volcano, so thick the rain of ashes, that the people of Pompeii had no time to run away. They were buried as they worked, talked, or played. So completely was the town hidden that, as the centuries passed, its story lived only as a *legend.*

Hundreds of years later, *archeologists* began to uncover the town of Pompeii. Although the ashes had de-

stroyed, they had also preserved. In the ovens were found *charred* loaves of bread; in the stone bottles, wine. Bodies of people and animals, protected from the air, looked just as they had looked when death came.

Among the bodies was that of a child. It was not strange to find a child's body, but something about it aroused the curiosity of the searchers. Around the child's upper right arm was a leather band, and in the centre of the band was a badge shaped like a triangle. This is what the badge looked like:

A B R A C A D A B R A
A B R A C A D A B R
A B R A C A D A B
A B R A C A D A
A B R A C A D
A B R A C A
A B R A C
A B R A
A B R
A B
A

Wise men who have studied the life of ancient times have been able to explain the queer badge. "Abracadabra" was a magic word to people of ancient times. Worn on a band or *amulet*, as it was called, the magic word was supposed to keep evil spirits and even illness away from the wearer.



Do the following exercises which are based on the preceding selection.

1. Use your dictionary to find the meanings of the following words which appear in the selection. Select the meaning which you think is most accurate for each word as it is used in the story.

vapor	legend
casings	archeologist
eruption	charred

2. What is the meaning of the words *hissing* and *roaring*? In a special way, these words emphasize their own meaning. Can you guess what this way is? Here is a clue: say the words aloud. Write five other words which emphasize their own meaning in the same way that *hissing* and *roaring* do.

3. In the last sentence in the selection, what does the word *amulet* mean? What clue to its meaning is there in the sentence?

THE MAGIC OF LANGUAGE: WORDS INFLUENCE PEOPLE

Before you laugh at the way people of olden times used such words as *abracadabra* to make magic, think about how we use words today. Ours is a different kind of magic. However, there is hardly a noun, verb, or adjective which does not influence each of us. When we hear the word *holiday*, we may become happy and excited. The word *"Hurry!"* will usually cause us to move faster. And the word *dirty* can make us feel ashamed.

Words make such good magic that people use them in slogans to persuade others to buy something or to behave in a certain way. The people of Ethiopia, for instance, have a slogan to describe their pleasant climate: "Thirteen months of sunshine!" "Go now and pay later" is a slogan which may tempt people to go into debt in order to travel. Then, too,



"Boy, was the teacher ever right when she said, 'Use the dictionary every day'!"

there is the magical effect of the word "Sale!" on many people. The word "Free" in an advertisement may have caused you to take a certain kind of action.

EXERCISE I: Finding Slogans in Advertising

From the advertisements in magazines and on radio and television, list six slogans or expressions used to influence people.

Be prepared to tell the class what action is likely to result from one of these slogans or expressions and why such action is likely.

Two Ways to Increase Your Vocabulary: Read and Use the Dictionary

Speaking of word magic is just another way of saying that words are powerful tools or weapons, depending on how you use them. Because words are a form of power, the person with a large number of words in his vocabulary has an advantage over a person who knows only a few words. Sometimes a word has the force of an electrical charge just because it is an unusual word.

For example, a person may show no reaction when called *old fashioned*, in a friendly way. However, he will probably be much more attentive if he is called *antediluvian*. *Antediluvian* means *old fashioned*, but because it is an unusual word it may be more effective.

There are two ways in which you can make your vocabulary grow. One is by using the dictionary; the other is by reading.

The dictionary will help you to pronounce words correctly and to know their meanings, so that you can use them with confidence.

The dictionary has a pronunciation key which uses symbols to show how letters are pronounced in different words. An accent mark (′) is used to show you which syllable to speak more strongly than the others.

EXERCISE II: Learning Pronunciation from the Dictionary

1. Look in the dictionary for each of the words in the list given below. Use the pronunciation key and the accent marks in your dictionary to help you to pronounce the words correctly.

flaxen	potion	vague
helicopter	solace	versatile
inedible	strategy	warily
obstreperous	subtle	yeoman

2. Some words, such as *helicopter*, have two accent marks. In what way are they different? Turn to the instructions given in the front of the dictionary to find what the difference means.

3. Notice that two pronunciations are given for the word *helicopter*. Use the instructions at the front of the dictionary to find out how to decide which pronunciation to use.

Eenie, Meenie, Minie, Moe: Select the Best Meaning

You will notice that several meanings are usually given for one word. The meaning of a word often depends upon how the word is used in a sentence; that is, upon its *context.*

EXERCISE III: Using the Dictionary to Find Meanings

Use the dictionary to help you choose the best meaning for each italicized word in the sentences given below:

1. The goat was confused and amazed by the *subtle* strategy of the horrid beast.
2. There was *profound* admiration in the man's eyes.
3. The load is held by a *fibre* rope, passing around the pygmy's forehead.
4. Above the rattle of the wagon wheels, her *cultivated* voice ran on and on.
5. His greed was the *root* of his trouble.
6. Before long a *bitter* struggle broke out between the French and the English.
7. Friendly meetings between American and Canadian leaders are *commonplace* today.
8. In pioneer times, there were no roads, only trails winding over the fields and around the poplar *bluffs.*
9. The pioneer settler loses many of the comforts of a highly *polished* life, but I consider his gain much greater than his loss.
10. Talon realized that the most *pressing* need of New France was settlers.

Knowing Your ABC Saves Time: Know the Order of the Alphabet

You are more likely to use the dictionary if you can find words in it quickly. Being able to arrange words in alphabetical order will help you in using the dictionary. Of course, everyone knows that "c" comes before "z". What you need to know at a glance is that *construct* comes before *consult* in the dictionary.

EXERCISE IV: Arranging Words in Alphabetical Order

Arrange the words given below in alphabetical order. Time yourself to see how quickly you can complete the exercise.

discourage	perpendicular	robot
looking	stifle	percussion
sties	discord	perpetual
losing	robin	stiffen
honorary	stile	loose
perennial	homogenize	honesty
discovery	honorable	

Check Your Direction: Use the Guide Words

Knowing how to use guide words in a dictionary will also increase your skill in finding words quickly. A page of a dictionary is usually divided into two columns. The word above the left-hand column is called the left-hand guide word. It is the first word whose meaning is explained on that page. The right-hand guide word, above the right-hand column, is the last word given on that page. If you know the alphabet, you will know which other words to expect to find on the same page.

EXERCISE V: Finding the Required Page in the Dictionary

Here are the guide words for a number of pages in a dictionary.

1. fold	fool	2. margarine	mark
3. ground	growth	4. beam	beat
5. enjoy	enslavement	6. rigging	ring
7. palisade	pan	8. love	lowly
9. glee	gloss	10. outbuild	outlive

Copy the numbers from 1 to 10 in your notebook. Write each of the words in the following list beside the number that indicates which page of the dictionary it will be found on. Then make a list of the words which would not appear on any of these pages.

riddle	rim	grove
fond	foolish	outdo
enliven	entice	lower
bear	glisten	ghost
pamphlet	margin	

EXERCISE VI: Finding the Page in Your Own Dictionary

Using your own dictionary and looking only at the guide words, write down the actual number of the page on which each of the following words will appear.

glint	cypress	octopus
swarm	virus	miracle
aslant	evade	intrigue
hamster	replenish	moron
frankincense	cobra	puffin

Use All the Dictionary Skills

When you wish to find a word in the dictionary, try to open the dictionary at the initial letter of the word you wish to find. Practice will help you to do this. Try, now, to open the dictionary at the letter "s", the letter "f", the letter "m", the letter "t", and so on. Of course, you are not likely to open

the dictionary at the first page of the letter, but that does not matter.

Next, look at the guide words at the tops of pages until you find the right pair of guide words for the word you are seeking. Do not spend time looking through the columns of words until you have located the right page by looking at the guide words. Once you have the right page, you will soon find the word you are looking for.

The more quickly you can use a dictionary, the more you will like using it and the more you will learn about words from it.

Don't Make the Dictionary a Crutch: Use Context Clues to Meaning

However, you can learn many new words without the help of a dictionary. The context in which a word is used (that is, the sentence as a whole) often provides a clue to the meaning of a word.

Here is an example of finding the meaning of a word from its context. When you read the sentence *The slippery rocks made the climbing of the mountain hazardous*, you may not know the meaning of the word *hazardous*. However, you do know that mountain climbing, especially over slippery rocks, is dangerous. And *hazardous* means exactly that: *dangerous*.

EXERCISE VII: Using Context to Find Meaning

From the context, decide on the meaning of each of the italicized words in the sentences which follow.

1. His *lucid* explanation made us all understand the problem in mathematics.
2. The salesman *enticed* us to buy the box of paints by offering us a free brush.
3. The cashier who gave me too little change was willing to *rectify* her error.

4. On a clear night, you can see *myriads* of stars.
5. After the revolution, many people were *exiled* from their country.
6. The *slothful* boy refused even to help with any of the work.
7. I cannot recognize the Indian paint brush, the tiger lily, or any of the *flora* of the West.
8. The explorer dug a hole to serve as a *cache* for the supplies he would need on the return trip.
9. As we travelled, we cut marks on the trees to *obviate* the danger of getting lost.
10. A *vacillating* person finds it hard to make up his mind.

Context Clues Again: Note Explanations of Words

Sometimes an unusual word is actually explained in the same sentence or in a sentence close to the one in which it is used.

Here is an example of such an explanation. In the sentence *We lamented his absence, and he was sorry to be away from us, too,* the words *absence* and *to be away from* have a similar meaning. Since the two ideas are joined by the word *and*, and the word *too* is used, *lamented* must have a meaning similar to *to be sorry.*

EXERCISE VIII: Finding the Meaning Explained in the Sentence

For each of the following sentences:

(a) Find the word or expression which indicates or gives clues to the meaning of the italicized word.

(b) Use the meaning clues in the sentence to write the accurate meaning for the italicized word.

(c) Use the dictionary to check the accuracy of the meaning which you wrote for each word.

1. His spirits were as *buoyant* as a balloon.
2. John was *livid* with anger, but we thought he was red-faced because he had been running.
3. "Don't talk *gibberish*," said Mother, who had not understood a word of our senseless chatter.
4. We hid the lunch pails in a *copse*. However, there were so many similar clumps of bushes that we could not find the pails and had to go hungry.
5. I thought Dorothy was only a *mite*, but Jane is even smaller.
6. Bill is a *glutton* when ice cream is served, and I sometimes eat too much candy.
7. The snow *scintillates* in the sun like diamonds.
8. Father will *curtail* my allowance if I reduce my study time.
9. John made a *pert* reply, but he is not often cheeky.
10. The boy's action was *laudable*, but no one gave him a word of praise.

MAKE A HOBBY OF WORDS

If you have done the exercises in this chapter carefully, you will now have acquired some useful dictionary skills. You will also be able to decide the meanings of many words by reading thoughtfully.

However, in order to acquire a larger vocabulary you must do more than read and use the dictionary. You must like words for themselves. You must like the way a word looks, the sound of it, the feel of it on your tongue, the effect of

it on other people. In fact, you must be very much aware of words. Then you will be observant of words and make them belong to you.

Collecting words is very like collecting stamps or like any other similar hobby. If you try to make your collection grow too fast, you will not really know and enjoy each item. This is true about words. One new word a day or three or four new words a week can be added to your vocabulary, mastered, and enjoyed.

SOME POINTS TO REMEMBER

KNOW THE ALPHABET.

USE THE GUIDE WORDS IN THE DICTIONARY.

TRY TO FIND THE MEANING OF A WORD FROM ITS CONTEXT.

LOOK IN THE SENTENCE FOR A DEFINITION OF A NEW WORD THAT APPEARS IN THAT SENTENCE.

ENJOY WORDS.

LEARN NEW WORDS BY BEING OBSERVANT.

USE NEW WORDS AND MAKE THEM YOUR OWN.

CHAPTER XV

Refining Ideas

THINKING ABOUT LANGUAGE

A. Bill Scott's hobby is astronomy — that is, the study of the stars. He reads about them. Last year he bought a telescope so that he could examine them more closely. Below is a paragraph which Bill wrote as a class assignment. This is the copy which he had revised by correcting spelling, punctuation, and sentence errors.

(1) We live in a bunch of stars called a galaxy. (2) It is like a wheel in shape. (3) Some men estimate that if we could go at 186,000 miles per second, it would take us 100,000 years to cross our galaxy. (4) That speed is the speed of light. (5) At the same speed it would take 10,000 years just to go across the thin side of it. (6) We live out to one of the thin sides of our galaxy and can see across it. (7) We see the stars in it bunched together in a narrow kind of strip. (8) We call this strip the Milky Way. (9) There are 40 billion stars in it. (10) Our sun is one of them. (11) If we counted to 40 billion without stopping and counted at the rate of one star a second, the counting would take nearly 1,200 years before we were finished. (12) Those are pretty big numbers and distances. (13) Faced with them, is it any wonder that we find it difficult to understand the big size of our galaxy?

B. Bill was not satisfied with the revised copy of his paragraph which you read in A. He therefore revised it further. Below is the final copy which he submitted to his teacher and later read to his class.

(1) We live in an enormous system of stars called a galaxy. (2) It is like a gigantic pinwheel in shape. (3) Astronomers estimate that if we could travel at 186,000 miles per second, the speed of light, we would take 100,000 years to cross it. (4) At the same speed, it would take 10,000 years just to travel across its edge. (5) Because we live near the edge of our galaxy and, therefore, can look across it, we see the stars in it in a band which we call the Milky Way. (6) Within the galaxy are 40 billion stars, of which our sun is only one. (7) If we counted to that number without stopping, at the rate of one star a second, it would take nearly 1,200 years before we finished counting. (8) Faced with numbers and distances as great as these, is it any wonder that we find it difficult to understand the vastness of our galaxy?



Compare copy A and copy B of Bill's paragraph and answer the questions that follow. The sentences in each copy have been numbered. Each sentence in the questions is identified by a letter and a number. For example, the first sentence in copy A is identified as A1.

1. One thing which Bill did was to change the topic sentence (see A1 and B1).

 (a) Why may *system* be a better word than *bunch* for what Bill wanted to tell?

 (b) How does the addition of *enormous* make the statement about the topic more precise in B1? (A clue: Check the ideas in the supporting statements.)

 (c) Copy topic sentence B1 and underline the key words in it.

2. In sentence B2 you see some changes which Bill made to sentence A2.

 (a) What is a *pinwheel*? Why, for this topic, might *pinwheel* be preferable to *wheel*? In what way does *pinwheel* suggest a more accurate picture of the shape of our galaxy?

 (b) How does the addition of the word *gigantic* add to the meaning? What word in sentence B1 has a meaning similar to *gigantic*?

3. Bill combined sentences A3 and A4 into sentence B3.

 (a) In paragraph A, does sentence A4 seem to be related to the topic sentence? Is it related clearly to sentence A3? How has Bill improved the paragraph by combining the two sentences?

 (b) Why is *astronomers* preferable to *some men*?

4. Compare sentences A5 and B4.

 (a) What group of words in A5 has been replaced, in B4, with a single word having the same meaning?

 (b) Why do you think that Bill added the word *just* in sentence B4?

5. Bill combined sentences A6, A7, and A8 into sentence B5.

 (a) Why does Bill use the words *because* and *therefore* in sentence B5?

 (b) Is *in a band*, in sentence B5, as clear and accurate as *bunched together in a narrow kind of strip* in sentence A7? Explain.

6. Bill combined sentences A9 and A10 into sentence B6. Do you feel that Bill improved the paragraph by making this change? Explain.

7. Compare sentences A11 and B7.

 (a) By combining sentences A9 and A10 into sentence B6, Bill found that it was unnecessary to repeat

100 billion in sentence B7 to keep the meaning clear. In sentence B7, what words did Bill substitute for *100 billion*?

(b) In sentence B7, which other word did Bill not have to repeat as frequently as he had in sentence A11?

8. Bill combined sentences A12 and A13 into sentence B8.

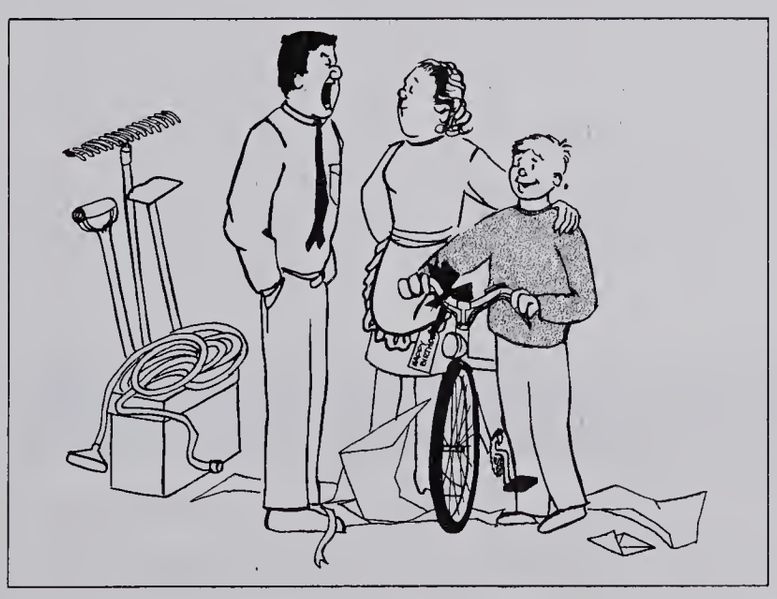
(a) In paragraph A, is sentence A12 clearly related to the topic sentence? Explain.

(b) What words in sentence B8 repeat the meaning of one of the key words in the topic sentence of paragraph B? Explain.

(c) What method did Bill use to conclude his paragraph?

DON'T SHOW A CARELESS MIND: REFINE YOUR IDEAS

You know that language is very important for expressing thoughts and feelings. You are aware that language consists of two basic parts: words (vocabulary) and a system of



"Six hundred thousand words in the English language, and all he can say is 'Gosh'!"

patterns for using words (grammar). Your ability to express clearly your thoughts and feelings depends upon your ability to use words and word patterns well.

You noted, in an earlier chapter, that writing allows you to revise and polish the ideas which you have expressed, before giving them to someone else to read and think about. However, satisfactory revision of your written work depends on your knowing certain skills and on your taking enough care to use these skills. In earlier chapters you were shown skills for organizing your ideas into paragraphs. In this chapter you will practise some skills which will help you to refine your ideas in your written work.

Practise Word Magic: Use Specific Words

Words can be general or specific. The general word *man* stands, nearly always, for an adult male human being. However, there are many specific words which stand for specific kinds or types of men. Thus, you may refer to a *carpenter*, a *king*, a *tailor*, or a *waiter*.

The examples given above refer only to the human male. Other words, which may refer to other human beings, can also be used to indicate a specific man. Thus, for *man*, you may substitute *coward*, *hero*, *tramp*, *athlete*, *fool*, *genius*, or *friend*.

Unless you feel that a general word is best for expressing your idea, use a specific word. Remember, it is not merely the substitution of a specific word for a general word that may make the expression of your idea more effective. It is the substitution of a word because it is the best word to express your idea that will make your writing clearer and stronger.

Make Your Ideas Clear: Choose Exact Words

In your writing, you must make what you are saying as clear as possible to your reader. One way of expressing your-

self clearly is to choose exact words to carry the idea which you wish to express.

Bill Scott (in the paragraphs in THINKING ABOUT LANGUAGE) showed his concern about exact words when he changed *bunch* to *system*, *wheel* to *pinwheel*, *some men* to *astronomers*, and *thin side* to *edge*. You, too, need to examine your writing, after the first draft, not only to see whether the words you use are exact, but to determine whether they carry the idea you intended them to carry. Remember that writing is thought. Sometimes you need to think your ideas through several times, so that they will be very clear to you, before you can finally decide upon the best words to use.

Make the Nouns and the Verbs Carry the Message

Although there are over 600,000 words in the English language, most people use no more than a few thousand of these in much of their expression. Usually, they use general nouns and verbs and try to make their ideas more accurate and effective by adding other kinds of words to the general nouns and verbs.

There is really nothing wrong with this way of expressing your ideas. In many instances, however, you can make what you say stronger and clearer by using specific nouns and precise verbs. As a rule, try to make your nouns and verbs carry as much meaning as possible in the sentences which you write.

The pairs of sentences below illustrate this point. In each sentence the nouns are underlined with a light double line, the verb with a heavy single line. In the first sentence of each pair, the meanings of the nouns and the verb are made more exact by the use of other words with each of them. These words are marked by light single lines. In the second sentence, single specific nouns and a single precise verb have been substituted to carry the same meaning which was expressed in the first sentence.

The man who begged for a living stood waiting at the place where two streets met.
The beggar waited at the corner.

The man who piloted the airplane walked in a great hurry to the building in which his airplane was sheltered.
The pilot hurried to the hangar.

In each of the second sentences, specific nouns and a precise verb have been used to carry most of the meaning.

EXERCISE I: Practise Using Specific Words

1. Below are ten general words.

animal	tool	weapon	machine	vehicle
building	bird	flower	tree	horse

(a) For each of the general words, list five specific words.

(b) When you have completed part 1 (a), you will have ten sets of specific words. Choose two specific words, one from each of two sets. Write one sentence using both the words you chose.

For example, one specific word for *bird* could be *robin*. A specific word for *tree* could be *willow*. A sentence using both these words could read: *The robin built its nest in the willow.*

Continue until you have written five sentences, using a total of ten of your specific words, one from each set.

2. The words or groups of words which are italicized in the sentences, below, can be replaced by exact words. Rewrite the sentences, substituting exact words for the words in italics.

(a) Because it was milking time, the *(person) (got)* the *(animals)* from the *(field where they usually grazed).*

(b) In a stern voice, the *(superior)* *(told)* the soldiers to *(gather together)* outside their *(living quarters).*

(c) The *(flat land)* of Western Canada could be easily *(made ready)* for *(the planting of seeds).*

(d) In their *(vehicle)* the rescuers brought *(things to eat), (things to wear),* and *(things to use for people who were sick).*

(e) With their *(weapons)* the *(men)* could kill many buffalo.

3. Rewrite the sentences below, substituting specific nouns and precise verbs which will carry a meaning similar to that in the italicized groups of words.

(a) The *(man having several million dollars)* bought a *(building which was divided into apartments).*

(b) The *(person who was an expert in parachute jumping)* *(came down very lightly)* to the ground.

(c) *(Girls who set other people's hair)* try to please *(the people who come to give them business).*

(d) *(Anyone who is an expert in athletics)* usually spends much time in *(keeping himself fit).*

(e) The *(special car used for transporting sick people to hospital)* *(went very quickly)* past us.

4. For each of the expressions below, write a single word which carries a similar meaning.

(a) go forward
(b) go back
(c) go up
(d) go down
(e) look steadily
(f) look angrily
(g) look far away
(h) look closely
(i) look quickly
(j) walk swaying from side to side
(k) walk tiredly
(l) walk with long steps
(m) run very quickly
(n) come back
(o) speak in a very loud voice
(p) speak in a very soft voice
(q) ask for mercy or pity
(r) ask for gifts or money
(s) jump about on one foot
(t) jump suddenly

5. Some words in the language are overused. They have been used for so many meanings that it is difficult to decide, sometimes, just what they are intended to mean. Usually, they are used where exact words would give a clearer meaning.

 One overused word is *nice*. The sentences below illustrate how general its meaning is. Rewrite the sentences, substituting an exact word for the word *nice* in each sentence. Check that the word which you substitute helps make the meaning of the sentence more clear. Take care that you do not substitute other overworked words for *nice*.

 (a) It was a nice party.

 (b) Mr. Jones is a nice man.

 (c) We had nice weather yesterday.

 (d) Mother baked a nice birthday cake.

 (e) John has a nice job.

 (f) Jim's father bought him a nice coat.

 (g) That was a nice story.

6. The sentences below contain some other overused words. Rewrite each sentence, substituting an exact word for the overused word.

 (a) We saw a great movie last night.

 (b) The steak was great.

 (c) That was a terrible book.

 (d) I had a terrible time.

 (e) The song is terrific.

 (f) George is a terrific football player.

 (g) You bake marvellous cookies.

 (h) Mr. Smith is a marvellous mechanic.

 (i) *The Yearling* is a wonderful story.

 (j) Christmas is a wonderful day.

(k) Football is a swell game.

(l) Jane is a swell girl.

(m) My hair looks awful.

(n) The food tastes awful.

Avoid Fuzzy Ideas: Check Meaning in the Paragraph

The paragraphs which you write are expressions of your ideas. It makes good sense to refine these ideas by revising each paragraph, to clarify meaning, before you give what you have written to someone else to read. The topic sentence, the body, and the conclusion of a paragraph all need to be examined to see that they mean precisely what you intend them to mean. One way to make sure that meaning is clear is to check that the words which you have used are specific and exact and that as much of the meaning as possible is expressed through the nouns and the verbs.

EXERCISE II: Use What You Know to Refine Ideas in a Paragraph

1. The paragraph which follows can be made more effective by refining the ideas in it. Revise it by substituting specific and exact words for general ones, by expressing as much of the meaning as possible through the nouns and the verbs, and by making any other changes which will make the meaning more clear. Start by reducing the topic sentence to fewer than thirteen words.

 The animals called the buffalo at one time moved from place to place on the North American land in terrific numbers which could hardly be believed. A Spanish man who was involved in exploring in early times wrote that, one time, over a length of twenty miles he and the men who served under him "saw nothing but buffalo and sky." In 1839, a man who travelled said that in the part of the United States that is in the South he once went with a team of horses for three days through herds of buffalo. A man

who lived on the frontier said that during a trip which took him six days to complete through the part that is called the Dakotas, in 1841, he never got away from seeing buffalo herds. A man called Colonel Dodge said, in the way of a claim, that even at a time which was as late as 1871, he went, with a team of horses hitched to a wagon on which he was riding, through a herd which was twenty-five miles long and two miles wide and which may have had in it several hundred thousand animals. There are some men who have formed estimates that at one time the buffalo who were existing on what we call this continent may have been more than fifty million in number.

2. Use what you know about organizing and refining ideas to write a paragraph on one of the following topics:

 (a) An Important Moment in History

 (b) When I Saved the Day

 (c) Television Advertisements

 (d) The Conquest of Space

 (e) A Man Who Changed People's Lives

 (f) A topic of your own choice

 Use the guides for revising the first draft and for writing the final copy of the paragraph. Write a title for the paragraph.

CHAPTER XVI

Making a Report

THINKING ABOUT LANGUAGE

One day, in social studies class, Bill raised his hand and said, "Miss Jones, this textbook gives just enough information to tease us. Those people in the Red River Colony were real people, weren't they? But our book doesn't make them real."

"I think I know what you mean, Bill," answered Miss Jones, "but what do you want to know about them? What would make them real people for you?"

"Well," said Bill, "it's a bit hard to explain. I guess I don't want to know what they had for breakfast or what they did every minute of the day. But I really would like to find out more about how they did live."



and Think

"I think I know how you can do just that," said Miss Jones. "Some time ago, you learned about taking notes. Now is the time for you to go to the library to discover more about the lives of the Red River colonists, make notes on what you read, and prepare a report. You can write the report in the form of a composition, and then

give it to the class orally in order to share with them what you learn about the lives of the colonists."

"Say," Peter chimed in, "I like that idea. Then the rest of us can make reports, too. I'd like to make one on the Mounties. There must be a lot more to learn about them than our textbook gives."

"Yes, of course there is," said Miss Jones. "Bill can take his topic to Miss Wilson, the librarian, and ask her for help in finding useful books."

The first thing Miss Wilson did to help Bill was to show him the card catalogue in the library. She showed him that one drawer in the card catalogue was labelled R. In this drawer he found cards giving the titles of several books which contained material about the Red River colonists. Bill noted down four titles, found the books on the shelves, and took them to find out what information they had on the topic of the Red River Colony. However, after he had examined the indexes of the books, he chose only two, because they seemed to have just the material he wanted to use for his report: *The Romance of the Prairie Provinces* by A. L. Burt and *Famous Canadian Stories* edited by Donald G. French. Both contained more detail about the colonists than was to be found in the social studies textbook or in any of the other library books which Bill had examined.



"But Mother, fixing my hair first is more important than finishing my report for tomorrow. I have to read the report to the rest of the class."

The next thing he did was to read the useful sections of the two books. As he read, he thought about the headings he would use for the notes he would need to make.

In the meantime, the other members of the class chose the topics for their reports. Some, like Bill, chose topics from social studies; others chose their topics from other subjects. Here are some of the topics in which they were interested:

The Royal Canadian Mounted Police
Evangeline
Alexander Mackenzie
Champlain
Life in Old Quebec
Frogs and Toads
The Buffalo

EXERCISE I: Choosing a Topic for a Report

1. Choose a topic for a report. You may choose from literature, social studies, science, or any other field in which you are interested.
2. Go to the library and find two or three books which have a useful amount of material on your subject.
3. Read the material carefully and make the headings under which to organize it for your report.

Step One: Select a Specific Heading

Perhaps it will help you to know what headings Bill made for his report. Here they are:

Chief Peguis, Indian friend to the settlers
Troubles of individual colonists during the flood of 1826
The "Grasshopper Governor", 1822
The Buffalo Wood Company, 1825

Other business failures
Wild hay
Homes
Boats
Red River carts
Farming
Flour milling
Dairying
Kinds of food
Clothing
What the colonists didn't have
The buffalo hunt

A day or two later, before Miss Jones had time to ask the pupils to report on their progress, Barbara burst out in great excitement, "Look, Miss Jones, how do you make a report out of stuff like this? I've got about fifty headings!"

Each member of the class then declared that he had a similar difficulty. Miss Jones asked for a volunteer to write his headings on the blackboard so that the class could discuss the problem more easily. Bill offered to do so and wrote his list just as it appears on pages 221-2.

Miss Jones suggested that some of Bill's headings could probably be grouped together under one heading. If the class were to help Bill do his grouping, they would also be helping themselves.

"Well," said Barbara, "it seems to me that 'Wild hay', 'Farming', and 'Dairying' could go together under 'Farming'."

"The 'Grasshopper Governor' sounds funny," said Jim. "Where would he belong?"

"I get the idea!" Bill exclaimed. "The 'Grasshopper Governor' was really a trouble to the colonists. I could have 'Troubles' for another heading."

At this point, Miss Jones spoke. "I think you all probably have the idea now," she said. "Suppose you each work on your own headings while I come around to see that you are going in the right direction."

Here is Bill's list after he had combined some of the headings and rearranged them.

The Red River Colonists

1. Troubles
 The "Grasshopper Governor", 1822
 The flood of 1826
2. Failures
 The Buffalo Wood Company
 Other Businesses
3. Chief Peguis
 Friend to the settlers
4. Farming
 Wild hay
 Dairying
5. Transportation
 Boats
 Red River carts
6. Food
 Flour milling
7. Clothing
8. What the colonists lacked

The next day, Miss Jones complimented the members of the class on the way they had combined and arranged their headings for the reports. "But," she said, "your report is to have only one paragraph. Now you must choose one heading which will be the subject of your report."

"But," objected Bob, "that will be hard. I like all my headings. How shall we decide which one to keep?"

After a few minutes of discussion, the class were able to answer Bob's question for themselves. They were making reports in order to make a subject more real. Therefore, each would keep the heading under which he had found the

most interesting details. This heading would be the topic for his one-paragraph report.

Bill decided he would like to write on transportation. However, under this heading he had information on boats as well as Red River carts. Because he thought it would be difficult to write in detail on both these means of transportation in the same paragraph, he finally chose *Red River carts* as the topic for his report.

EXERCISE II: Selecting Headings for the Reports

Combine and rearrange the headings for your own report. Then keep only the one for which you have the most interesting details.

Step Two: Gather and Make Notes on the Material Related to the Heading

Once Bill had chosen the specific topic for the report, his next step was to look at the library books again and make notes on the material to be included in the report. In making his notes, Bill tried to practise the notemaking skills which are outlined in Chapter IX.

Here is the paragraph, from *The Romance of the Prairie Provinces* by A. L. Burt, from which Bill made his notes on Red River carts.

> The resourcefulness of mankind is one of the wonders of the world, and no people have ever displayed more resourcefulness than these settlers. Living on a river, they needed boats. Birch bark craft would have been too fragile for their needs, and, therefore, they hollowed out large tree trunks and shaped them something like canoes. They also needed vehicles for the land, but there were no wagons or anything else on wheels in the country, and they could not afford to import them. Therefore, with what simple tools they possessed, they made the famous Red River carts. Though built entirely of wood without a scrap of iron, these carts were very strong. Each was capable of carrying half a ton. It had two large wheels, five feet high, with wide rims of three inches. Small and thin wheels constructed without

any metal could not have stood the strain and would have cut deep into the wet prairie instead of rolling over its surface. The body was a light box frame balanced over the axle to which it was fastened. The whole thing was held together by wooden pegs and wedges and by strips of roughly-tanned ox-hide called "shagganappe". The harness was also of shagganappe and homemade. These carts introduced a strange noise into the silence of the plain, as they creaked over the rough roads or open prairie. When a number of them were being driven together, they could be heard a long way off. Today a Red River cart is a great curiosity, but for many years there was no other kind of wheeled vehicle in the country.

Read the paragraph carefully. Then read Bill's notes on the paragraph.

Notes on Red River Carts

1. Colonists needed transportation on land.
2. No wagons, too expensive to bring in
3. Made Red River carts
4. Carts wood, no metal
5. Strong, carry half a ton
6. Two wheels, five feet diameter, three-inch rims
7. Small wooden wheels too light, sank into prairie trails
8. Box body, balanced on and attached to axle
9. Put together with wooden nails and lengths of ox-hide (shagganappe)
10. Hand-made harness
11. Made creaking noise, part of prairie sounds

EXERCISE III: Be Prepared to Make Good Notes

1. Now that you have read Bill's notes and the selection on which he based his notes, answer the following questions.

(a) Did Bill leave out any important points?

(b) Did he include any unnecessary details?

(c) Did he use his own words in writing the notes?

(d) Could he have used fewer words in writing his notes?

(e) Rewrite any parts of the notes that could have been expressed in fewer words.

2. Make notes for the heading of your own report.

Step Three: Decide on a Topic Sentence

At this point you may be wondering what comes after the notemaking.

There are two possible ways of completing a report. One is to write it in an organized composition for others to read. The other is to organize it and to give it orally. People who are skilled in report making may not follow exactly the same steps in preparing a written report as they would in preparing an oral report. Since you are only beginning to learn how to make reports, however, you should first prepare a written report, even if you are going to give your report orally.

Writing a one-paragraph report requires the same skills that are needed in writing a one-paragraph composition. The report will need a topic sentence and a conclusion. As well, all the supporting sentences in the paragraph must be related to the topic sentence and to each other. Thus the paragraph skills which you practised earlier will apply to the writing of the one-paragraph report.

In his attempt to write a good topic sentence, Bill actually wrote three different statements about his topic. Here they are:

A. The Red River colonists, like people today, had a problem to solve.

B. The Red River colonists did not find it easy to provide themselves with means of transportation.

C. The Red River colonists solved their problem of transportation over land by developing the Red River cart.

EXERCISE IV: Writing a Good Introduction

Review what you learned in Chapter X about topic sentences, then do the following questions.

1. What should the writer include in the topic sentence for a report?
2. If you were Bill, why would you not be satisfied with sentence A or B as a topic sentence for your report on the Red River cart?
3. Write a topic sentence for your own one-paragraph report.

Step Four: Use Your Notes to Write the Body of Your Report

Since Bill had good notes for his topic, he did not find it difficult to write the body of his report. He arranged his supporting ideas in order, and took care not to use any of the sentences in the same way as they were written in the reference book.

EXERCISE V: Writing the Report

Write the paragraph of your own report now. Take care to have the thought carry across smoothly from one sentence to the next.

Again, you may wish to use Chapter XII as a review before writing the body of your paragraph.

Step Five: Write the Conclusion

Perhaps you would like to look at Bill's concluding sentence before you write one for your own report.

> The Red River colonists made a better life for themselves because they were able to solve their transportation problems by using the Red River cart.

EXERCISE VI: Writing a Good Conclusion

1. Review what you learned in Chapter XIII about writing conclusions.
2. Study Bill's concluding sentence and reread his topic sentence on page 227. Then answer the following questions.

 (a) What ideas do you find in both the topic sentence and the conclusion?

 (b) Why is it good composition to have some of the same ideas in the topic sentence and in the conclusion?

 (c) What new idea is introduced into the conclusion?

 (d) What does the new idea do for the conclusion?

 (e) What do you think should be included in the last or concluding sentence of a report?
3. Write the concluding sentence for your own report.

EXERCISE VII: Making the Final Copy of the Report

Use the guides for revision, referred to on page 74, and the instructions for writing the final copy, on pages 74-75, to complete your report.

GIVING AN ORAL REPORT

Besides being written for others to read, a report is sometimes given orally to the class. Giving an oral report does not mean simply reading a written report, however. An oral report is telling, in an organized way, what you have learned about a certain topic. The fact that you have organized your information on the topic in the written report will help you in giving the oral report. You can and should use the main points that you selected and the organization that you followed for writing your report. You should not, however, try to memorize your report for oral presentation.

To help you remember the main points and organization of your report while you are speaking, you can prepare some brief notes. These notes may be written on small cards which you can hold in your hand and refer to, if you need to, when you are speaking. If you practise giving your report to an audience at home or to an imaginary audience, however, you will not need to use your notes very much when you deliver your oral report in class.

This is what Bill's notes for his report on the Red River cart would look like on a card prepared for an oral report.

> The Red River Cart
>
> Red River carts — no metal, two wheels five feet diam., three-inch rims, no nails, shagganappe. Suited to prairie. Noise.

EXERCISE VIII: Preparing Notes for an Oral Report

Because giving a report is like giving a talk, you should review what you learned in Chapter II about giving talks. Write notes on cards so that you will be ready to deliver your report to the class. Practise your report so that you will not need to make much use of the notes.

SOME POINTS TO REMEMBER

CHOOSE A SUBJECT YOU ARE REALLY INTERESTED IN.

USE THE MATERIAL YOU FIND TO PLAN YOUR REPORT.

MAKE NOTES IN YOUR OWN WORDS.

DON'T MEMORIZE AN ORAL REPORT.

DON'T READ AN ORAL REPORT.

SPEAK NATURALLY, AS IF YOU WERE TALKING TO FRIENDS.

CHAPTER XVII

Be a Letter-Writing Artist

THINKING ABOUT LANGUAGE

When it comes to writing letters, are you prompt and interested? Or do you feel that writing a letter is a form of punishment? If so, this chapter should be a pleasant surprise for you.

Writing letters can be a pleasure or a tedious chore. It all depends on your point of view. If you regard yourself as a letter-writing artist, the task can be fun. In that case, of course, the product will be good and will fulfil its purpose, that of pleasing the one who is to receive the letter.

STOP and Think

Consider the following letter written by a boy to his father.

Dear Dad,
Gue$$ what I mu$t have a$ $oon a$ po$$ible.
Norman

You may well ask why such a letter would please Norman's father. But think for a minute. Actually, requests for money seldom please the receiver. A father's

only reaction to such a request is often one of annoyance, but what father could be really annoyed by Norman's letter? Here is the reply.

Dear Norman,
GOt yOur nOte. I knOw Of nOthing that yOu must have as sOOn as pOssible.

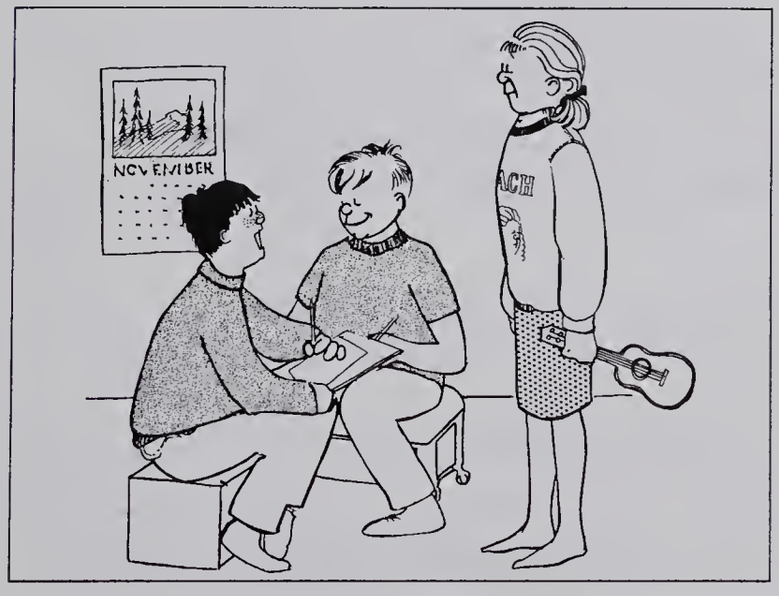
Dad

You can see from the reply that Norman's artistic letter brought out the artist in his father. After this exchange of letters, they probably understood each other perfectly on the subject of money. And each kept his good humor throughout.

DON'T SEND A CARD: WRITE A LETTER

Of course, anyone who reads advertisements will know that it is possible today not to write letters. "There is a card for every occasion," the slogan says. But is there? Norman and his dad seem to have accomplished more with personal notes than they would have with cards.

And what about a sick friend in the hospital? He is hungry for news and for the feeling that he is not out of it all. For

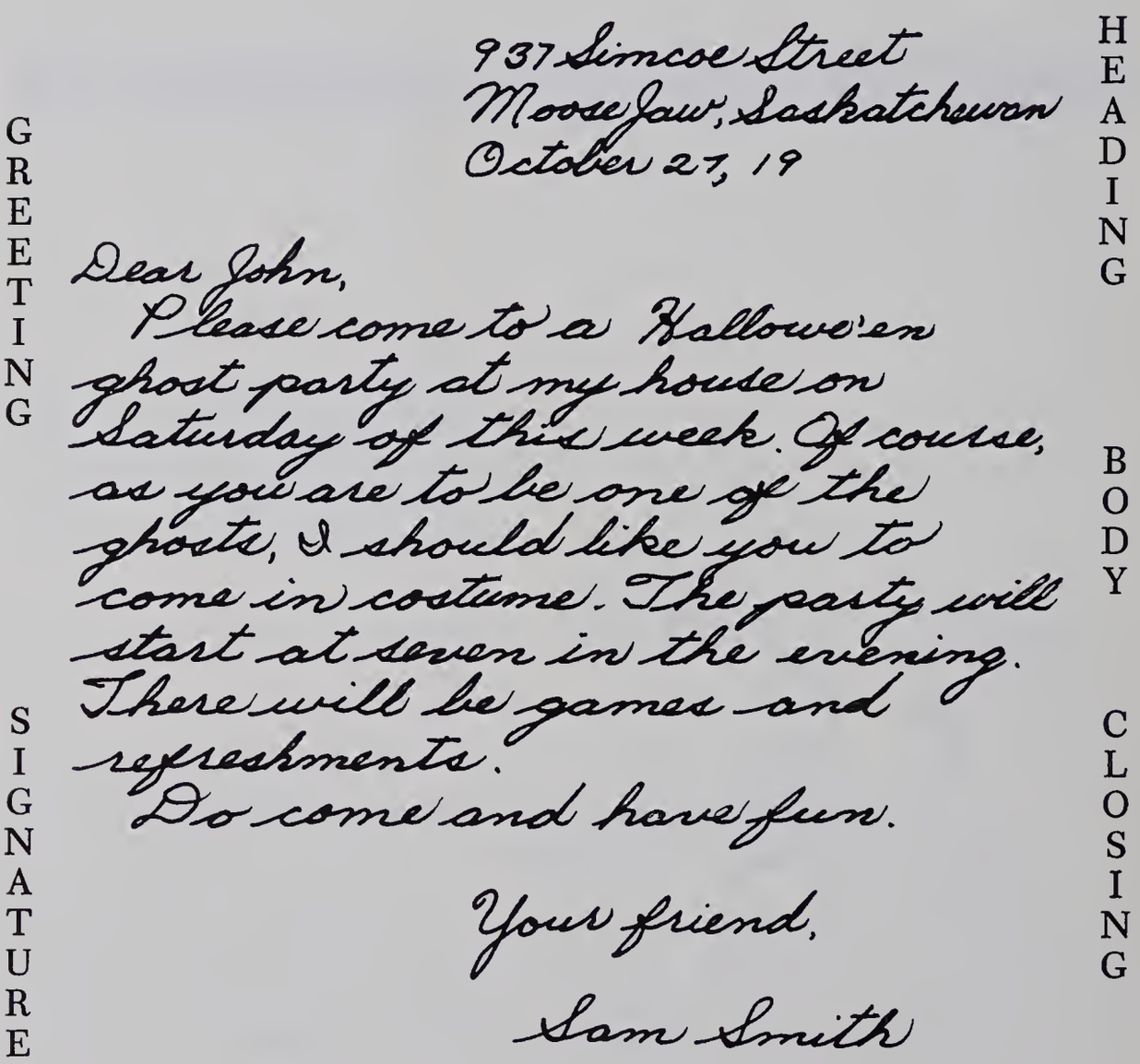


"We're writing our thank-you letters before Christmas, so that everybody who's going to give us presents will know what we want."

him, a card is a poor substitute for a letter. And how long would a pen pal last if you fed him on nothing but cards? A handwritten invitation to a party can often outdo the most expensive card in more ways than just saving money. Even a card is much more fun to receive if a note is written on it, or a letter is enclosed with it.

BE A LETTER-WRITING ARTIST: GET THE FORM RIGHT

The first step toward becoming a letter-writing artist is to learn a simple form which can be the framework for any informal, friendly, or social letter.



EXERCISE I: Understanding the Form

Do the questions which follow. They will help you to understand the form of the letter.

1. The form includes the heading, greeting, closing, and signature. What is the only kind of punctuation mark used in these parts? What is the reason for each of these marks?
2. What do you notice about the starting place for each of the three lines of the heading?
3. What do you notice about the starting place of the two lines which make up the closing and the signature?
4. Between which parts of the letter is one line left blank?
5. Why is *Your* capitalized, but not *friend*?
6. Why does Sam sign his full name?

Study the form of the letter carefully and refer to it when you are doing the other exercises in this chapter. You will soon have the form firmly fixed in your mind. You will then be able to give all your attention to writing a letter which will be interesting and pleasant to read.

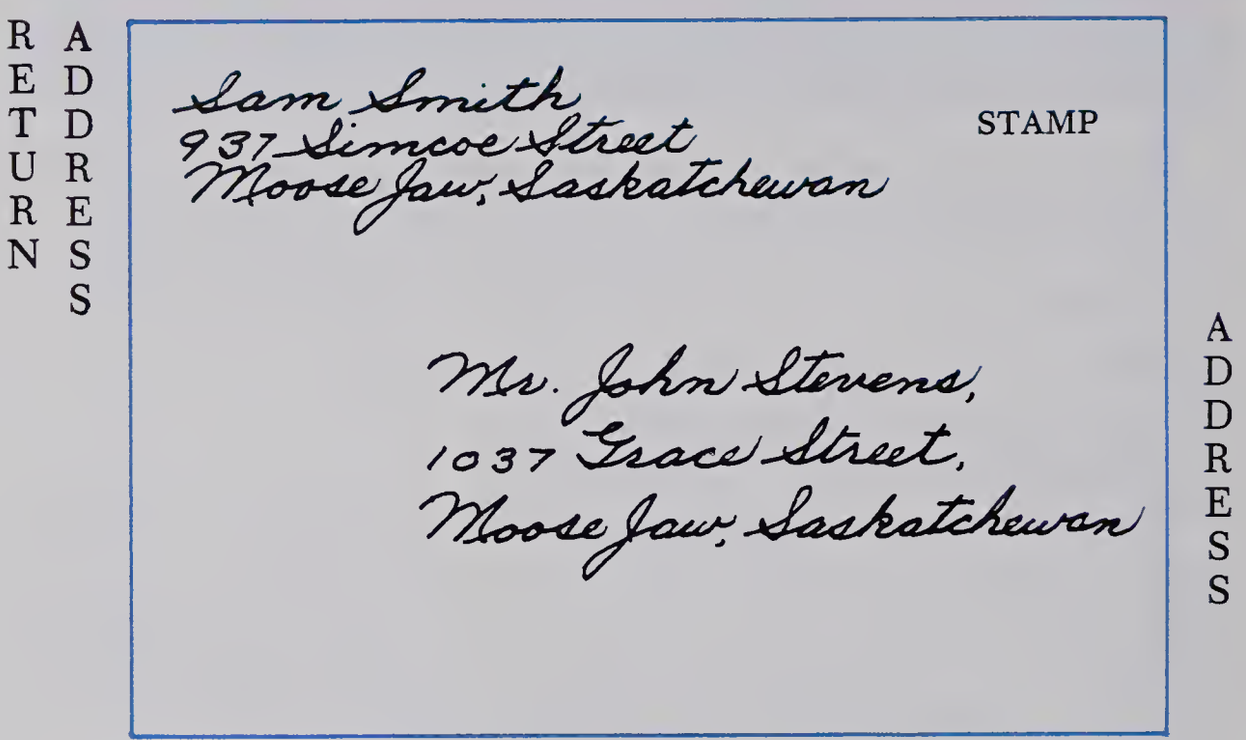
EXERCISE II: Write an Invitation

Write one of the letters of invitation listed in this exercise. Remember to be as definite about time and place as Sam was in his letter.

1. Invite a friend to visit a park in your neighborhood or district with you and your family next Sunday.
2. Invite a cousin to go to a lake or mountain resort close by.
3. Invite your aunt, uncle, or grandparents to come to your school concert or play. You will supply the tickets.

4. Invite an adult who is not a relative to speak to your class on a subject in which he is an expert and in which you know your class will be interested.

Letters Go by Mail: Addressing the Envelope



Study the example of the envelope which is given here. Note that the form is the same as for similar parts of the letter. Why is the sender's name included in the return address? Why is the return address placed on the front of the envelope?

The form used in the letter and on the envelope is called *block form* because no lines are indented; that is, each line begins immediately under the one above. Of course, in the body of the letter, paragraphs are indented.

The punctuation is called *open punctuation* because the ends of the lines are not punctuated.

The block form, with open punctuation, is a very simple letter form. Once you have learned it, you are not likely to make mistakes in using it.

If you live on a street or an avenue which has a number instead of a name, there will be one difference in the way you write your address. The example below shows this difference:

1612 – 7 Street

Why is the dash necessary? Why would it be wrong to use a dash after the house number when the street has a name, as in the following example?

1870 Gladstone Avenue

If you live in a city which is divided into sections such as North, South, Southwest, and Northeast, for instance, these directions form part of the address. Such directions are usually abbreviated. However, it is preferable not to abbreviate such words as *street*, *avenue*, and *crescent* or the names of the months and of the provinces. Here is an example:

210 – 12 Avenue N.E.
Calgary, Alberta

EXERCISE III: Address an Envelope

Draw and address the envelope to accompany the letter which you wrote in Exercise II.

Perfecting Your Artistry

Perhaps you are thinking now that it is all very well to write an invitation. You have something very definite to say, and when you have said it you have finished, and that is that. But, you may ask, what about *real* letters, which can be hard to start, just as hard to finish, and even harder going in the middle?

Just how do you write a letter to a friend who has broken his leg and is missing all the pre-Christmas fun at home and at school?

Here is the way Bill Sommers wrote such a letter.

235 – 25 Avenue S.W.
Calgary, Alberta
December 10, 19....

Dear Jim,

Just how lucky can you get? Here are Rod and John and I and goodness knows how many more unfortunates working like serfs so that we can write the Christmas exams without feeling scared silly. And there are you, lying in bed, being waited on hand and foot.

And that is not the worst of it. At home, we see mysterious parcels brought into the house, and we smell the most marvellous smells. And do we get one peek or one taste? Not on your life!

In the meantime, you, of course, have visitors galore. And every visitor brings a gift which is often something good to eat, as I know. For you, there will be as good as two Christmases this year, you lucky pooch!

But, Jim, don't get carried away and stay in that hospital too long. We all miss you, and Miss Williams says we can have the class Christmas party on the last day of school so that you will be sure to be here for it.

Your friend,
Bill Sommers

After you have learned a simple letter form which you can use with confidence, the whole art of letter writing is to forget yourself and to think of the person to whom you are writing. That was what Bill did.

EXERCISE IV: Practise Your Art

Write a letter to one of the following people.

1. A friend who has won an award in sports, music, or some other field
2. A cousin or friend who is in bed with the measles, his third dose of this unpleasant illness
3. An uncle who has just acquired a sailboat or a motorboat
4. A friend who has just moved away from your neighborhood to another city

EXERCISE V: Be Letter-Perfect in Addressing Envelopes

Take time now to practise addressing envelopes. Draw and address each of the following envelopes.

1. To your father, using your school as the return address
2. To a married aunt who lives in another city
3. To a boy, a friend, or relative who lives in another country

BROADEN YOUR CORRESPONDENCE: HAVE A PEN PAL

Many students nowadays have pen pals in their own country as well as in other countries. These students enjoy not only writing to their pen pals, but also receiving letters in reply. Such letters encourage both national and international friendships and bring about an exchange of knowledge which goes beyond that of the usual geography textbook.

Here is a letter written by Seble Hailemariam, an Ethiopian girl of thirteen, to her pen pal, Jennifer Madsen, who lives in Parrsboro, Nova Scotia.

Ghion Hotel
Addis Ababa, Ethiopia
July 19, 19....

Dear Jennifer,

You will see by my address that we are now living in the capital city. My father is a member of Parliament, and he decided that we would come here to live for a year. I am going to school here, which I like very much. You may be surprised to see that we are living in a hotel, but we shall move to a house as soon as my father finds one that we would like to live in. Houses are scarce, and rents are high.

One nice thing about living at the Ghion Hotel is that it is right next door to one of the palaces of our Emperor Haile Selassie. When he is in residence, he comes to the stables close by, at six o'clock each night, to feed his beautiful white horses. My brother and I like to watch both him and the horses.

You say you are surprised at how good my English is. English is the second language in my country. That explains why many of us speak it and understand it well.

Even though I feel quite at home in English, the barbecue you wrote about is a strange custom to me. My father surely laughed over your father dropping the hamburger onto the charcoal. Is hamburger your national dish?

We have a national dish called injera. It consists of two parts. First of all there is a huge pancake made of tef flour. Tef is a small grain, even smaller than rice. The pancake covers a large, round tray. The second part of injera consists of small heaps of different kinds of stew and curry placed here and there on the pancake.

We sit on stools around the tray. Each one tears a little strip off the pancake and wraps it neatly around some stew and pops it into his mouth. This goes on until the pancake and stew are all gone. It is not at all messy if one does it properly. Of course, warm water and a towel are passed around before and after a meal of injera. I think you would like our national dish. It is hot, spicy, and delicious.

Do write soon and tell me more about your school. I would like especially to hear about the clubs the students belong to.

Your friend,
Seble Hailemariam

EXERCISE VI: Write to a Pen Pal

1. If you do not have a pen pal, ask your teacher how to go about finding one.
2. Discuss with your teacher and your classmates what you might write about in your first letter to a pen pal.
3. Write the letter and send it.

Some Don't's for the Letter-Writing Artist

Don't say "I thought I would write to you" or any similar expression at the beginning of the letter.

Don't say "It is bedtime so I must close now" or any similar expression at the end of your letter.

Why are such opening and closing expressions a poor idea?

Writing a Thank-you Letter

One kind of letter which you will be fortunate to need to write is the thank-you letter. Here, as in other personal letters, you must think of the person to whom you are writing. How can you express your pleasure in the gift in such a way as to please the one who sent it?

Gordon Sawyer seems to have the right idea in this letter, which he wrote to thank his Uncle Pete for the gift of a football.

1412 Portage Avenue
Winnipeg, Manitoba
August 3, 19 ...

Dear Uncle Pete,

You must be a magician. Otherwise, how could you possibly have known that a football, an honest-to-goodness pigskin, was the thing I wanted most in the world? And it arrived at just the right time — the day before my birthday. It was just long enough ahead for me to enjoy wondering what was in the big square box without becoming desperate enough to open it too soon.

Besides, I am on the Pee-Wee team for our community. Now I can get in some extra practices with the kids in the park near here. Thanks a million for the present.

Your nephew,
Gordon

EXERCISE VII: Write a Letter of Thanks

Write a letter of thanks to a real person for a real gift or to an imaginary person for an imaginary gift. Whichever you do, draw and address the envelope to accompany the letter.

Be a Master Hand: Write an Artistic Everyday Letter

Now, are you feeling happier about the task of writing a letter? Perhaps you are not completely happy about it yet, because there is still the everyday letter you must write in answer to one you received some time ago.

What do you write about in such a letter? Is it all right to talk about the weather, or about ordinary, daily happenings, or even about the health of the family? Of course it is. But, again, you must choose your material with the reader in mind. What will the intended reader be interested in? And how can the letter be written to appeal to the reader? This is one place where an old saying holds true: "Not what you say but how you say it is the important thing." Even the weather can be made interesting.

Here is a letter written by a boy to his aunt who is a school teacher. This task might have bothered some boys, but it doesn't seem to have been a real chore to Bob Mason.

8561 – 112 Street
Edmonton, Alberta
March 16, 19....

Dear Aunt Marion,

Yesterday, in the early afternoon, just after school started, we had a blizzard. Was it ever great! The snow was so thick that we couldn't see the sun, and it got quite dark. But the best part was that nobody felt like work so the principal said we could have an assembly. We went to the assembly hall and sang songs and saw a picture about deserts and nomads and sandstorms. Talk about fun!

Luckily for us, the worst of the storm was over by four o'clock, and we were able to go home. It was almost as good as an extra holiday.

It was the storm that made me remember that I owed you a letter. That was a good letter in which you told me all about Hurricane Flora. I got to thinking last night about how your school closed when the storm warnings came out. I thought that was pretty good, but our blizzard was all right, too.

It worked out fine in another way, too. Mom was going out, but she couldn't. So she baked about the best chocolate

cake I ever tasted, and we had it for dessert last night. Say, would you mind telling Mom how to make that dessert with the white part of the grapefruit rind that you had somewhere in the West Indies last summer? Did you know that Sis has taken to calling me the Bottomless Pit because I get so hungry? I honestly don't think it's fair because I grew four inches last year and that takes a powerful lot of food. But since she calls me that, I might as well live up to it.

You remember I told you about the Game Farm not far from Edmonton? We went out there last Sunday because we had a nice day for a change, almost like spring. I took some slides of the animals and hope to have some good ones to show you when you come here in June. Now, I'll tell you, Mr. Oeming has some real bottomless pits in that zoo of his. Of course, we'll take you to the Game Farm and to St. Albert to see the museum in the old mission there.

There really is lots to see here, Aunt Marion, and we do want to see you. So be sure to come.

Your nephew,
Bob

You see, part of the secret is just to be yourself when you write a letter.

EXERCISE VIII: Write a Reply to an Everyday Letter

Write a letter in reply to any letter you have received lately. Think of the person you are writing to, and be yourself.

SOME POINTS TO REMEMBER

STUDY THE BLOCK FORM WITH OPEN PUNCTUATION SO THAT YOU KNOW IT BY HEART.

WRITE FOR THE PERSON WHO IS TO RECEIVE THE LETTER.

BEGIN AND FINISH THE LETTER WITHOUT ANY UNNECESSARY STATEMENTS.

BE YOURSELF WHEN YOU WRITE A LETTER.

BE A LETTER-WRITING ARTIST.

CHAPTER XVIII

Ending and Beginning

THINKING ABOUT LANGUAGE

One day in June, Kathy and Mary were walking home from school. They were talking about what the next grade would be like. "Well," said Kathy, "I can see that social studies and arithmetic and science will all be new and different, but what about language?"

"I know just what you mean," said Mary. "I guess we'll just go on writing and talking and listening and reading. It was fine this year, but it could get boring."

When Kathy arrived home, she was still thinking of her conversation with Mary. "You know what, Mom?" she asked.

Mrs. Spence shook her head and smiled.

"Mary and I were wondering what there is left to do in language next year," Kathy said. "We just seem to have done everything already."

Mrs. Spence answered slowly. "Why, Kathy, I think Dad could show you that you're wrong. You know he is a master moulder. He served his apprenticeship in the Old Country for seven years and he knows a great deal about mixing metals and pouring them into moulds. Yet sometimes the metal cracks when it is taken out of the mould. Just the other day he was saying that there is always something to learn."

"I guess you're right, Mom," said Kathy. "I'll ask Miss Jones tomorrow if it's true about language."

STOP and Think

And the next day, Kathy did ask Miss Jones. Miss Jones didn't answer her right away in so many words. Instead, she showed the class in a number of ways what lay ahead of them in learning about language.

Here is a paragraph written by a Grade 8 student which you might like to look at to see what lies ahead of you in learning language.

If someone came up to me and asked me if I would like to live in the year 2065, I would say, "No!" There would be space ships cavorting from one planet to another and there would always be the danger of something happening and of having an accident. There would be no enjoyment in life, for everyone would be in such a hurry to get to his destination that he wouldn't take time to enjoy anything. There would probably be moving sidewalks, electronically run cars, and push-button computers. *Everybody would become fat and lazy like lap dogs*, because all they would have to do would be to push a button and everything would be done for them. Then, *like the Romans, they would forget how to defend themselves*, and some invading planet would come



"When I spoke my first word at the age of one, if anyone had told me I'd still be learning English twelve years later, I wouldn't have believed him."

and destroy the earth. No thank you, I wouldn't live in the year 2065 for anything. I am happy just where I am!

Read the paragraph carefully. Then pay special attention to the two underlined parts of sentences. Each of these contains a comparison which gives clearer and more emphatic meaning to what is said.

Notice that in the sentence "Everybody would become *fat and lazy* like lap dogs," people are compared to lap dogs in only one way. Such a comparison is called a *simile*, and similes help to make writing more lively. The word *like* is used here to make the comparison. However, similes can also be formed by using *than* or *as*, as in the following examples:

The boy dived and swam more gracefully *than* a dolphin.

The china was as delicate *as* an eggshell.

EXERCISE I: Making Writing More Lively with Similes

Using a sentence for each, write a simile about each of the following:

a dusty road	a crowded bus	a haircut
a melting ice cream cone	an untidy room	a sly look
an angry person		

When you wrote a simile about a crowded bus, you didn't use that one about the can of sardines, did you? Did you use the one about the fox, perhaps, for the sly look? Such similes have been used over and over again. Be sure to invent new and lively similes for your own writing, so that the reader will have a vivid picture in his own mind of what you are describing to him.

Using similes is only one way of making your writing more lively. Next year, and in the years to come, you will learn many devices to make your writing come alive. Of course, you will not want to overuse such devices.

Variety Is the Fizz in the Soda: Explore Different Forms of Writing

Wanting to learn more about language and its use, you may wish to explore different forms of writing. You have already written paragraphs and letters and probably some free verse. You may now enjoy writing a narrative, which is the step before composing a story with a plot.

EXERCISE II: Writing About Your Own Experience

Write a narrative about an experience of your own, about something which made you laugh or cry, or which made you become annoyed, angry, embarrassed, or excited. Choose an experience which occupied a small space of time, like the one described in the journal entry on page 83. Then you will be able to give enough detail to make the experience come alive for others. Your experience will not have a climax, as a short story does, but it should come to a conclusion; that is, it should be a complete experience with a beginning, a middle, and an end. The way in which you tell the narrative is as important as the experience itself.

Putting Thought and Feeling into Reading, Listening, Speaking, and Writing

Remember that your thoughts and feelings provide material for your writing and speaking. Other people's thoughts and feelings provide material for your reading and listening. As you express your own thoughts and feelings with increasing skill and accuracy, you should increase your skill and accuracy in understanding what others write and say.

The four processes — reading, listening, speaking, and writing — are very closely related. They are all part of the art of communication, which is an important part of being human and of being civilized.

You are not surprised if people who speak different languages cannot understand each other. It is surprising, however, to find that people who speak the same language often have difficulty in understanding each other. To help increase understanding and co-operation, and to prevent misunderstanding, is one of the purposes of all language work done in all grades.

Every time you express yourself clearly, every time you understand what someone else has spoken or written, you make a contribution to better understanding and therefore to better human relationships.

One other important thought to keep in mind is, of course, the need to be honest in writing. If you are dealing with facts, you should take care to see that you are accurate. If you are expressing your own thoughts and feelings, the best use of language will not make up for a lack of sincerity.

The World Is a Stage: Try Writing Drama

Some people can express themselves better in one form of writing, some in another. Some people find that they can best express themselves by writing drama. Many people find that understanding is increased by seeing people act and by hearing ideas expressed through spoken dialogue.

The time may come when you will want to try your hand at writing a short play. In the meantime, you may enjoy the experience of writing a conversation, which is a step leading to the writing of drama. Such a conversation should sound natural. It should have a beginning, a middle, and an end.

EXERCISE III: Writing a Dialogue

Write a conversation which might take place at the breakfast table, or a conversation about the family pet, or a conversation about a family expedition in the planning stage. Take care to have it come to a conclusion which has a touch of humor or sadness, wit or wisdom.

Verse Is Terse: Try Writing Haiku

Perhaps, at this time, you would like to try writing another kind of verse. The Japanese have a simple verse form called a haiku, which people of the Western World like to copy.

The haiku is a short, descriptive poem which expresses a single idea. It generally describes something briefly and tells of the feeling which the thing described aroused in the writer. The poem consists of three lines. The first line has five syllables, the second line seven, and the third line five. Since the writer of the haiku is not concerned with rhythm or rhyme, he can concentrate on choosing the best words to express his thoughts and feelings.

Here are three haiku for you to read and enjoy.

I hear the geese call
I see the darkness falling . . .
Sights, sounds bring winter.

You stupid scarecrow!
Under your silly stick feet
Birds are stealing beans!

Live in simple faith . . .
Just as this trusting cherry
Flowers, fades, and falls.

EXERCISE IV: Make Haiku

Make three or four haiku. Use subjects to which you have given some thought and which have stirred your feelings.

The End Is the Beginning: Build on the Base of Language

You will notice, too, that no matter in what form of writing you choose to express your thoughts, you must organize your ideas. You have learned to organize your ideas for a paragraph. Each paragraph has a beginning, a middle, and an end. A similar organization is necessary in order to express ideas in longer compositions,

in poetry, in stories, in drama. You have worked hard this year to master the writing of the paragraph. You have laid the foundation so that you are ready to venture confidently into other forms of written expression.

You really do not need to be like Alexander the Great, who wept because there were no more worlds to conquer. In language, there are always new worlds to conquer.

SOME POINTS TO REMEMBER

BE HONEST IN EXPRESSING YOUR THOUGHTS AND FEELINGS.

BE ACCURATE WITH FACTS.

BE SURE TO ORGANIZE YOUR IDEAS NO MATTER WHAT FORM OF WRITING YOU USE.

BE AWARE OF NEW WORLDS TO CONQUER IN LANGUAGE.

INDEX

Capital letters, 109-125
 programmed self-instruction, 112-125
Card catalogue, 220
Colon, 107, 108
Column, writing a, 84
Concluding sentence, See Paragraph
Conversation, 19-22, 31, 78

Dictionary, 200-204
 alphabetical order, 202
 guide words, 202
 meanings, 201
 pronunciation, 200
Drama, 246
Discussion, 30, 31

English,
 Anglo-Saxon words, 5, 6
 borrowed words, 4, 5
 changing meanings, 8, 9
 growing language, 6
 made-up words, 8
 word roots, 6, 7

Haiku, 247

Ideas, organizing, 169-182
Ideas, sources of, 77-89
 emotions, 80
 personal experience, 82
 reading, 77, 78
 senses, 79

Journal, keeping a, 82

Letters, 230-241
 addressing envelopes, 234
 everyday, 238-240
 invitations, 233
 pen pals, 237
 points to remember, 241
 thank-you, 239
Library, using the, 220
Listening, 37-45
 for main ideas, 40
 for specific details, 41
 good habits, 38
 to develop sentence sense, 43

Meanings,
 changing, 8, 9
 from context, 201, 204, 205
 from dictionary, 200, 201
Mnemonic devices, 165
Modifiers, 16

Narratives, 245
Notemaking, 126-132, 224-225
 paraphrasing, 128-131
 running notes, 131, 132

Paragraph,
 check meaning of, 217
 concluding sentence, 139,

184-187, 189-191, 194
definition of, 136, 142
direction in, 174
indentation, 136
limiting the topic, 152, 153
logical development, 176, 177
point of view, 179
pronoun reference, 181, 182
structure, 136-142
supporting statements, 148-151, 171-173
tense, 180
topic sentence, 54, 137, 142-155, 171
unity, 139
Paraphrasing, 128-131
news stories, 130, 131
paragraphs, 129, 130
sentences, 128, 129
Prefix, 7
Punctuation,
colon, 107, 108
comma, 91
programmed self-instruction, 94-106

Reading, 46-56
for ideas, 48
with purpose, 49, 50, 56
Reports, 219-229
choosing a topic, 221
concluding sentence, 227
limiting the topic, 223, 224
making notes, 224, 225
oral, 228, 229
organizing material, 221-223, 227
topic sentence, 226
using library, 220
writing, 227

Sentence, complete, 43
Sentence patterns, 12-18
modifiers, 16
signals, 13, 14, 15
Similes, 244
Slogans, use of, 198
Speaking, 19-34
asking questions, 32, 33
conversation, 19-22, 31, 78
discussion, 30, 31
giving a talk, 24-30
Spelling, 156-167
attack procedures, 166
memory devices, 164
personal word list, 162, 168
research findings, 158, 159
roots of English, 159, 160
rules, 163, 164
Suffix, 7

Talk, giving a, 24-30
consider audience, 23, 26, 28
delivery, 27, 29
determine purpose, 26, 27
organize material, 24-26

Topic sentence, 71, 142-155
 definition of, 148
 key words, 148, 149, 171
 limiting the topic, 152, 153, 171
 position of, 145-147
 = topic + statement, 147-149

Vocabulary, increasing, 9, 43, 44, 200, 207

Words,
 Anglo-Saxon, 5, 6
 borrowed, 4, 5, 6
 exact, 25, 213
 guide, 202
 influence people, 198
 made-up, 8, 10
 roots, 6, 7
 specific, 8, 212, 213
 symbols, 9
 weak, 79, 216
Writing, 57-76
 column, 84
 consider purpose, 63
 consider readers, 85
 final copy, 74, 75
 from experience, 72
 journal, 82
 organizing material, 64-70
 poetry, 87
 reasons for, 63
 requires care, 62
 revising, 73, 74
 topic sentence, 71
 using imagination, 76

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